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ABSTRACT

These 12 newsletter issues offer support and information for providers of child care for school-age children. The featured articles for each month are: (1) "ASCAP [American Society of Composers, Authors, and Publishers] Retreats on Camp Song Use"; (2) "Walking the Talk: Modeling Conflict Resolution Behaviors"; (3) "10 Staff Motivation Tips"; (4) "Anxious Moments, Friendships and Developmental Needs"; (5) "Interfaith Efforts in Philadelphia Lead to 'SAM' [School-Age Ministry] Program"; (6) "Computer Room Observations: Seeing the Whole Picture"; (7) "Reflections on Our Profession"; (8) "Academic Enrichment Programs: Coming Soon to Your Town!"; (9) "Have We Really Seen the Light?"; (10) "The Noise Factor--A Place for Everything"; (11) "Grace Mitchell's Reflections"; and (12) "Get Jump on $50 Million for After School Learning Centers." (SD)

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School-Age NOTES. 1997

Richard T. Scofield, Ed.

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Volume XVII #1 The Newsletter for School-Age Care Professionals September 1996

School-Age NOTES

ISSN0278-3126 © 1996 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

ASCAP Retreats on Camp Song Use

Most school-age programs are now familiar with the copyright laws governing the use of movie videos, songs and recordings. Those rules are that videos and recordings and even song words and tunes are for home use only and that even if you have bought the videos and recordings that does not give you the right to play them for the public, particularly if you are collecting fees and it is for entertainment purposes. In order to do that you must pay annual license fees which are royalties for the creators and copyright owners.

ASCAP's original stance suggested that as an integral part of the camping experience music should be considered an operating expense just like food or arts and craft supplies.

The latest flap occurred when ASCAP (American Society of Composers, Authors and Publishers), for the first time in history, tried to collect fees from children's summer camps for copyrighted songs sung around the campfire such as *I'd Like to Teach the World to Sing* and *God Bless America*. According to news reports, a deal was struck with the American Camping Association (ACA) for the nation's 300 association-accredited camps to pay a flat fee of $257 for all-you-can-sing rights to ASCAP's catalog of 4 million songs.

Making Girl Scouts pay to sing campfire songs didn't sit well with the public.

At first, a top ASCAP executive was quoted as saying, "They buy paper, twine and glue for their crafts — they can pay for music, too." This highlights ASCAP's original stance which suggested that as an integral part of the camping experience music should be considered an operating expense just like food or arts and craft supplies, even for non-profit groups.

Because 16 Girl Scout camps were among those ACA members, there was tremendous backlash through the media against ASCAP. Making Girl Scouts pay to sing campfire songs didn't sit well with the public.

ASCAP retreated from its original stance with official saying that the target of the crackdown was commercial camps where music is performed for financial benefits, not Girl Scouts or other groups doing sing-alongs.

ASCAP's director of licensing said, "If someone is running a camp and singing is the only musical activity, we're not pursuing that. We're interested where someone is deriving a financial benefit from the performance of the music, either directly or indirectly." This does not leave it clear cut for programs but at least gives some guideline to fall back on. School-Age NOTES has reported on this in the past and will keep readers up-to-date as more information becomes available.

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How Secure is the Market for SAC?

by Rich Scofield

Of today's professionals in school-age care, few probably were around or remember the decline in school-age enrollments in the early 1980's brought on by the decline in the 70's of births and the poor economy.

By the mid-'80's school-age demand started booming. At the time, I tried to project out when the decline would happen for those school-agers of the "baby boom echo" (children of the post-World War II baby boom generation) who were just hitting the school system. I remember I targeted 1996—I'm glad I didn't publish those opinions and projections because the latest U.S. Department of Education figures show a school-age population increase.

In fact, a record 51.7 million students will attend public and private schools – elementary and secondary. This breaks the 51.3 million record set in 1971.

While figures for elementary-age projections were not cited, news accounts reported that this school year represents the mid-point of a 20-year trend of rising school enrollments (preK-12).

Half of the surge is attributed to the children of baby boomers. Other fac-

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Tucson Responds

In the June issue of SAN we reported on the city-wide, free after school programs provided by the Tucson (Ariz.) Parks & Recreation Department. We also gave information about the three, free guides that the Department developed to help cities replicate the city's model. In the July issue we printed a letter from Sue Jorgenson, a youth recreation manager in Oregon, who was very disturbed about the content of the guides. We re-read the guides, agreed with some of her points, discovered two other concerns and then explained our rationale, which we stood by, for originally printing the article about the program and the guides.

We received two letters from Tucson responding to the criticism and comments. One was from the author of the guides, J.M. "Mike" Hayes, and the other was from Karen Larkin, Community Program Manager for the Tucson Parks and Recreation Department. Both writers had similar concerns and responses.

On the issue of the 1:20 staff to child ratio, Karen Larkin responded.

Larkin: Ratio is a hot topic in our city. The state licensing ratio is 1:20, therefore that is what we use. We agree we would like it less, however we provide quality programs with that ratio for the following two reasons: 1) Because this is a free program, children do not have to attend each day. Parents who do not work Monday through Friday can choose to keep their child home whenever they are home, children also can go to Brownies or karate one day, or any other activity. They can even be excused to one of those activities and then come back into the program. 2) The other reason is the leader does not have to collect money or perform any other administrative duties that would take them away from the children. As stated before, in our community there are over 60 programs that operate successfully in schools and are offered for free."

***Jorgenson** questioned why the "guides" made such a point to say that "they don't do child care, as though this were a bad thing, and imply that what they do is so much more." "How will we ever gain professional status if people continue to [print these kinds of statements]?"*

Hayes: I thought I made it clear [in the guides] that we don't believe there is any real difference between child care and recreation: The guides state: "The question of recreation vs. child care may be more a matter of perception than reality..."

The point we're making is a matter of semantics. We have discovered that the term "child care" has a passive connotation in the minds of Tucson's public. By defining ourselves as recreation, we take advantage of that word's active implication. Recreation, as defined in the minds of the public we serve, suggests we are doing more than babysitting.

***Editor's Comment**: People coming from school-age child care and early childhood backgrounds might react less strongly to the comparison of child care and babysitting if it was left at the level of public perception. But the continued comments in the guide alluding to child care and child care workers as just "babysitting" and particularly the final comment, with exclamation mark, at the end of the chapter reiterating, "We are recreation providers. We don't do child care!" are what would inflame SAC and ECE professionals.*

***Jorgenson** had commented that "there is good information in many sections" but questioned whether someone with "a background in quality programming" reviewed the guides before publication.*

Larkin: Many people reviewed the guides before they were published – people with years of experience and degrees in recreation and child development; behavioral organizations, school board members, site leaders, and personnel from the child licensing department. Many had suggestions and they were incorporated into the final guides.

***Editor's Comments**: Both Hayes and Larkin made some further comments but unfortunately space constraints meant limiting them. What seems apparent is that both sides are concerned about the best interests of children. Most likely a quality school-age child care program is going to be just as beneficial in meeting a child's needs as a quality recreational program providing after school care even if the approaches may be different. A poor program is a poor program whether it is child care or recreation. The guide for administrators points out, "We try to convey the idea that we're involving [the children and youth] in important and enriching, character building activities that also happen to be fun." A statement many SAC programs would say fit what they do.*

It also seems apparent that school-age care and recreation have much to learn from each other. A comment echoed by Larkin, "Theories change and methods change, that's why we all try to learn from one another." See the following article about how Tucson is moving forward toward that goal.

Tucson Unites to Develop SAC Curriculum

Karen Larkin from the Tucson Parks & Recreation Department told us about a wonderful collaboration.

"I am proud to say that all the child care providers in Tucson, including not-for-profit, profit, free (provided by both the city and county which represents 60 programs) have gotten together to develop an after school child care

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New School Year Strategies for Working with Middle Schoolers

As we mentioned before about the Tucson guides (see reference p.2) there is a need for information about working with early adolescent youth. Even though there were critical comments about certain parts of the guides, there is a lot of good solid information, too. The following are some of the basics in managing behaviors from A Survival Guide for Early Adolescence Recreation Workers *by J.M. "Mike" Hayes published by the Tucson Parks and Recreation Department. The information can also be applied to elementary-age programs and can be summed up by its guiding words for staff of "Be firm, fair and consistent, and do the best you can."*

"You start on the first day: **One of the first things you should do is set up the rules your site will run by.** Get the kids involved in the process. It's their site and, within certain boundaries, will be run for their enjoyment. Besides, participating in the rule-making process gives them a sense of ownership and an investment in their success. By the time they reach middle school, young people are used to living in a world bounded by rules. They'll know what's expected of them in an after-school environment. You shouldn't have to offer much leadership or make many suggestions. Still, you need to be sure that all the basics are covered and if none of the kids suggest rules you know must be in place, put them there yourself, and explain why.

"Your rules should probably include: [Note how all but one have been put in positive terms rather than negative "don'ts"]

- Keep hands, feet, etc. to yourself!
- Pay attention to staff!
- Play fair!
- Obey school rules!
- Clean up after yourself!
- Never leave the site without permission!
- Show respect for:
  - Others!
  - Others' property!
  - Staff!
  - Your school!
  - Equipment & supplies!
- Treat others the way you want them to treat you!

"...While setting rules, **establish a device to restore order to the group.** You can't communicate with people who aren't paying attention. There are all kinds of ways to achieve quiet and get your group to focus on you. Those that require the kids' active participation are most effective. Use what works—count down to quiet, hand claps, raised hands, etc. Keep it consistent for best results.

"Whenever possible, use logical [consequences]. A logical consequence is one that obviously relates to the rule that was broken or the behavior that was exhibited. If someone makes a mess, they should clean it up. If they use equipment or play a game inappropriately, they should lose the privilege of using the equipment or playing the game for a reasonable period.... If they break something, they should fix or replace it. It's a matter of rights and responsibilities. They have the right to participate in and enjoy your program, but the responsibility to do it without violating the rules.

"...As you develop a list of site rules and consequences, write them down. Keep them on a site bulletin board where they are a visible reminder to which you can, and should, occasionally refer in group discussions. Get your participants to sign the rules, and sign them yourself. That makes everyone a party to the contract.

"Once the program begins, employ team-building techniques. Use the tools that can have you and your participants focusing on the same goals.

- Communicate openly and honestly.
- Get to know everyone personally.
- Build trust and offer respect.
- Set clear, realistic and achievable goals.
- Share ownership in setting goals and decision making.
- Make expectations clear.
- Strive for commitment.
- Support, guide and encourage.
- Emphasize collaboration, interdependence and compromise.
- Program non-competitive, bonding activities.

"...Mediation is one of the your best problem-solving tools, including letting kids mediate and solve their own problems. Once you've established a team mentality, most participants will find they can problem-solve their way to a mutually satisfactory resolution. For bigger problems, you may have to monitor the session or direct it. In extreme cases, you may need to bring in a behavioral specialist to assess the problem and offer suggestions, or assume responsibility. Occasionally letting the entire group act as mediators may be the best way to reach a settlement. Those who find their own solution are more likely to be satisfied with the result than those who have one dictated to them. If the kids won't do it themselves, though, take over and impose away. Just make sure your solution is based on the site's rules and the behavioral management concepts we've discussed."

Setting Goals

Last year SAN's editor, Rich Scofield, chronicled his return to being a care giver two afternoons a week in a SAC program. This year he continues.

A month before school started we all received a personal letter from the director letting us know starting dates, half-days, kindergarten half days and days and times we could work. Also included was the following for setting our own goals.

My plans for fun at work this year.
*1. My goals for this first month would include:*_____
*2. By the end of the semester I hope to accomplish the following:*_____
*3. At the end of the year I will be able to say:*_____
*4. Four things I wish I had known when I was a rookie are:*_____

This type of open-ended goal statement can be used by any program to get staff started thinking about their role and goals in the program.

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Get-Acquainted Game

Here's another great game for learning names. Players form a circle and, taking turns, a player goes to the center of the circle, calls out his name and performs whatever action he wants to do. He returns to the circle and then the other players call out his name and perform his action. The next player then proceeds to the center, calls out her name and does her action.

When all have given their names and their actions, play is ready to begin. A player steps to the center and does another player's action. The group must call out the name of the person whose action was performed. That person then steps to the center and performs someone else's action.

(from The Complete School-Age Child Care Resource Kit *by Abby Barry Bergman and William Greene. Available from School-Age NOTES; $27.95 ($25.95 for subscribers) plus $4.50 shipping/handling)*

Escargot (Snail)

A variation on hopscotch, this game from France takes its name from the shape of the grid, not the pace of the game. Draw the grid like a snail shell with 15-20 spaces. The blank space in the center is a resting space.

A player must hop on one foot without touching the other foot down or stepping on a line. He can rest at the center before starting back. If he completes the grid successfully, he can initial one of the spaces as his own.

As the game progresses, players must hop over any spaces that are initialed by another player, but may use their own spaces for a rest stop.

Recycle It!

We have received a helpful hint from Anne Moor, Director of Cedar Springs Presbyterian After School Care in Knoxville. She wrote to *School-Age NOTES*:

"I have discovered a new free storage item: which I hope you will pass on to your readers — the empty tennis ball can. The ones donated to us are clear and have a peel off label leaving a lear container with a snap off top.

"Here are some uses we've found:

1. Store yarn in them — poke a hole in the top for yarn and no more tangles!
2. Roll up borders and store in can.
3. Small toys
4. Scissors
5. Small craft supplies

The beauty of these cans is that they take up less room and are lighter and more portable to move from place to place. Most tennis folks store their balls elsewhere and these get thrown away.

"The list for craft uses is endless too- submarines, terrariums, periscopes . . .

"Hope this is an idea you can use!"

You bet it is! We appreciate your sharing it. We could also see possibilities for the cans for holding paint brushes (they're long enough!). Also, they could hold game pieces, and you can see what is in them without opening them.

Plastic lids have craft uses too. Make mini-frisbees, or cut out a photo and paste it on for a medallion or a tree ornament.

We even thought a basket of old tennis balls would be nice to have. Cut the old balls for use on chair legs to protect the floor and reduce noise, besides making the chairs slide from place to place more easily. Balls have possibilities too for puppet heads and for use in relays.

Micro-Hike

In the movie "Honey, I Shrunk the Kids," audiences saw the world from a micro-perspective — blades of grass as tall as buildings and ants the size of elephants. School-agers – through a micro-hike – can experience the same perspective without ever leaving the playground.

In *Sharing Nature with Children*, Joseph Cornell describes a micro-hike as a "very short expedition guided by a string three to five feet long. The hikers cover the trail inch by inch on their bellies. . ." They must climb over pebbles that are now boulders and avoid "ferocious" ladybugs. Cornell makes the developmental point that since school-agers are ". . .particularly fond of tiny objects, their intense absorption in the world of the forest-in-miniature will amaze you."

Cornell's instructions are: "Begin by asking the children to span their strings over the most interesting ground they can find. Give each child a magical magnifying glass, to shrink himself down to the size of an ant. You may want to ask them questions to stimulate their imaginations. *'What kind of world are you travelling through right now? Who are your nearest neighbors? Are they friendly? Do they work hard? What is that spider going to do — eat you, or take you for a ride? What would it be like to be that metallic green beetle? How does he spend his day?'* At the start, tell the children that they must keep their eyes no higher than one foot above the ground."

Joseph Cornell, *Sharing Nature with Children* (Nevada City: Dawn Publications, 1979), pp. 46-47.

35 Activity Ideas

The minimum number of Activity Ideas in this issue is 35.

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OCTOBER CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
OCTOBER DAYS	October 1-7 — Universal Children's Day. Bring a good used book or toy to be donated to a homeless shelter playroom or state agency waiting room.	October 6-12 — Fire Prevention Week and National Metric Week. Measure your fire drill exit route in meters.	October 26 — Make a Difference Day, national day of community service. Look for local project announcements.	October 31 — National UNICEF Day. Go through magazines and collect pictures of children of many nationalities. Make a collage.	*Vegetarian Awareness Month* — Provide a variety of vegetable snacks each day. Kids pledge to try one new vegetable. Make a poster of who tried what.
AUTUMN LEAVES	Have a scavenger hunt in which teams look for a list of specific leaves by names and color.	Make a bulletin board to which each one contributes a cutout of his/her favorite leaf with his/her name on it.	Bag leaves and make a scarecrow or a fort.	Find crayons or mix paints to match the colors of autumn leaves.	Accessorize with leaves. Turn masking tape sticky-side-out. Create bracelets, headbands, belts or Olympic medals.
OCTOBER IDEAS	Cut out the egg cups from a cardboard egg carton. Glue two together and paint orange. Decorate as a pumpkin.	For a spider, use a single of your egg cups. Paint it black. Use chenille strips for legs and Cheerios for eyes.	Make an edible spider with round crackers, peanut butter, pretzel sticks and raisins.	Have the children pick their favorite *Goosebumps* book. Read a portion each day until completed.	Go to a nursing home in costumes. Take refreshments for a reverse Trick-or-Treat.
SEASONAL SMELLS	Use whole or partial cinnamon sticks, cloves, ground ginger, nutmeg and other sweet spices. Glue to cardboard to texturize a picture you drew.	It's *Popcorn Poppin' Month*. Pop popcorn and serve with hot apple cider and cinnamon. Sort out the smells. What else can you do with popcorn?	Use a hamburger or hot dog bun to make cinnamon toast.	Bake pumpkin pie filling in individual tart shells, or make pumpkin muffins. What spices are used?	Put spices and other seasonal smells from the week in plastic film canisters. Punch holes in the lid. Have fun guessing the smell.
RELAYS	Give each team a small pumpkin 4" - 6" in diameter, and a broom. Use the broom to roll the pumpkin across the goal line and back.	Arrange a row of leaf piles as hurdles to jump over. Put a big pile at the end to jump into. Part of the activitiy is preparing for it.	Slow motion relay — Each player moves as slowly as possible but cannot stop moving. Last team to complete the relay wins. Use short distance and small teams.		
MONTH OF MONTHS	*Family History Month* With parents' consent, have children bring photos of family members, including grandparents and great-grandparents. Make family trees.	*National Clock Month* Discuss change from daylight savings time to standard time (Spring forward, fall back). How many can tell time by a clock with hands?	*Polish-American Heritage Month* Locate Poland on a map. Have parents of Polish descent help plan activities. Make a Polish flag.		

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Washington Notes

by Charles Pekow

Charles Pekow is editor of "Day Care U.S.A." This report was written exclusively for SAN readers.

Welfare Reform Changes Funding Structure

Say good-bye to four different federal funding streams. The welfare reform bill that Congress just passed will combine the four major federal sources of school-age tuition into one, starting in October. The revised Child Care & Development Block Grant (CCDBG) will assume the functions of Work Activities Child Care, Transitional Child Care and At-Risk Child Care.

[The welfare reform] bill may wipe out a House-approved provision to earmark $13 million of FY 97 CCDBG money for school-age care and resource & referral.

CCDBG will be divided into two pools: an appropriated entitlement of $1.97 billion in FY 97, $2 billion in FY 98, $2.2 billion in FY 99, $2.4 billion in FY 2000, $2.6 billion in FY 2001, and $2.7 billion in FY 2002. States must spend at least 70% of these funds on child care for families on, leaving, or in danger of falling on welfare. They must also continue to match it. Additionally, the new law provides $1 billion a year at Congress' discretion. States can spend this money on non-welfare families. Additionally, states can use up to 30% of their main welfare block grant (Temporary Assistance for Needy Families) for child care.

States must spend at least 4% of CCDBG money on quality, availability, parent education and activities to promote parent choice. But the law contains no requirement that states spend any money on school-age care, though they are free to spend as much as they want on it. The final bill would also allow Congress to separately fund the Dependent Care Block Grant (DCBG).

But the bill may also wipe out a House-approved provision to earmark $13 million of FY 97 CCDBG money for school-age care and resource & referral. [See the August issue p.6] The House had passed the measure in an appropriations bill that now becomes moot because the welfare reform law changed the structure of day care funding. The Senate hasn't acted on appropriations yet.

The law also cuts the Social Service Block Grant 15% to $2.4 billion/yr. through FY 2002. A few other changes: states can spend federal money on deposits to reserve a place for a child in a school-age program. And the cut off for subsidies increases from 75% to 85% of a state's median income.

CNCS Wants To Help Youth Programs

The Corp. for National & Community Service (CNCS) continues to turn its attention toward school-agers. CNCS has formally proposed a new main priority: *Children & Youth — Especially Education*, besides its four existing chief goals (education, public safety, environment, and other human needs). This means the agency may respond with increasing favor upon projects proposing to use volunteers in school-age programs. CNCS also says it will entertain ideas to work with school-agers in programs under the other four priorities.

Though the House voted to kill CNCS in FY 97, the Senate is considering an appropriations bill with $400.5 million for it (H.R. 3666).

Readers of School-Age NOTES who want more frequent and detailed updates of federal happenings can subscribe to the biweekly Day Care USA Newsletter for the special rate of $150, more than 40% off the regular price. Call 800-929-4824, ext. 223 and use code W01572.

Membership in NSACA Swells

Membership in the National School-Age Care Alliance has swelled to 4,597 with most members belonging to a state affiliate. There are 35 affiliates; the top 5 in membership are:

1. Tennessee - - 617
2. Minnesota - - 538
3. California - - 337
4. North Carolina - - 325
5. Ohio - - 267

To find out if your state has an affiliate and to get membership information about this national professional organization run almost entirely by volunteers, contact Nancy Mallon, Membership Assistant, 317-283-3817.

Orlando in '97 Seattle in '98

The 9th Annual Conference of the National School-Age Care Alliance (NSACA) will be a 3-day event in Orlando, Florida, April 17-19, 1997. Watch SAN for more information about conference registration, etc.

The 1998 NSACA conference which will be its 10th will be in Seattle, Washington, April 30-May 2, 1998.

Questions of Quality

The "Homework Question"

by Linda Sisson, NSACA Director of Program Improvement and Accreditation

The "homework question" looms large in many after-school settings. For some programs, academic support for children is their main focus. In some programs the parents want their children to do homework but the staff feel their job is to help children develop socially. Are these differences recon

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Quality. . .

(Continued from page 6)

cilable? Do these different approaches fit the quality standards of providing children "choice"?

So this month I'm asking you:

➢ What are the things children and youth need to know to be successful in school? How can we help them learn these things?

➢ Can you give children and youth choices while providing academic support?

➢ How do you work with parents to decide how to best help their children succeed in school?

➢ How do you work as a team with the schools to support every child's success in school?

Note: This column appears each month in SAN and raises some of the questions relating to quality in school-age care. Linda invites your feedback – your ideas and stories – related to these questions. This is an important avenue of learning for us and a way for you to help shape the school-age accreditation system that will guide our work in years to come. Linda will be eagerly waiting to hear from YOU!!

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SAC Market . . .

(Continued from front page)

tors are increased preschool enrollments, a decreased drop-out rate, higher birth rates among minorities, and increased immigration.

All indicators point toward healthy school-age enrollments and need for after school slots into the first decade of the next millennium.

NAEYC in "SAC Land"

The 1996 Conference of the National Association for the Education of Young Children (NAEYC) will be in Dallas Nov. 20-23, 1996. Texas has more child care centers serving school-age children than any other state, including California! So in some ways you could say we will be in "SAC Land."

There will be over 900 workshops and seminars. Some of the "tracks" besides the school-age track that SAC professionals might find helpful are: Administration, Anti-Violence, Children at Risk, Discipline, Equity/Diversity/Culture, HIV/AIDS, Family Support, Intergenerational, Multiple Intelligences, Play, Religious Issues, Science/Environment.

The School-Age Track has 18 workshops specifically on SAC. Some of the titles are:

- **"Hey, you in the red shirt!" Ideas to help new school-age care staff**
- **The Army School-Age Credential: A new step on the career lattice for school-age staff**
- **Science and school-agers: It's a natural!**
- **"Let me see you boogaloo!" Songs, chants, and movement activities for school-age children**
- **Woodwork centers: Why, where, what, and how!**
- **Beyond sports: Applying emergent curriculum to school-age programming**
- **Eye-openers: Waking up your a.m. program! Helping children to transition from home into a productive academic day**
- **The change process in the urban classroom that promotes problem-solving and critical thinking** *(Handouts available in English and Spanish)*
- **Using shared space in school-age care**

In order to receive a preliminary conference program, call 800-424-2460 or 202-232-8777. Hotels fill fast – reservation deadline is Oct. 18.

Tucson Unites . . .

(Continued from page 2)

curriculum at our local community college. Our university is also committed and will make this a four year program. In addition, we have developed a videotape for new hires with input from many segments of the community. The providers in Tucson work together for the betterment of all children and realize the importance of out-of-school time."

For more information or to receive the guides mentioned above contact: Karen Larkin, Tucson Parks and Recreation Dept., Schools Unit, 900 S. Randolph Way, Tucson AZ 85716.

SAC CONFERENCES

ILLINOIS Oct. 5, 1996, **New Listing**
IL SACC Network Conference, Effingham
Contact: Stacey Storm, 217-355-5849

DELAWARE Oct. 12, 1996 **New Listing**
Annual SAC Conference, Wilmington, Keynote: Tracey Ballas, **Contact:** Jean Williams, 302-479-1674

NEW YORK Oct. 14, 1996
Annual SACC Training Conference, Albany
Contact: Patty Skinner, 518-426-7181 ext. 11

NEW JERSEY Oct. 18-19, 1996
3rd Annual Nat'l Conference on Older Children, Morristown, **Contact:** Diane Genco, 908-789-0259

VIRGINIA Oct. 18-19, 1996
VA SACC Annual Conference, Norfolk
Contact: Misty Moreau, 804-358-6153

MICHIGAN October 23, 1996
MI SACC Conference, Warren
Contact: Sue Javid, 810-228-3480

ALBERTA Oct. 25-26, 1996
SAC Conference, Calgary, Alberta, Canada
Contact: Carol Broen, 403-282-7466

RHODE ISLAND Nov. 2, 1996 **New Listing**
RI Coalition for SACC 2nd Annual Conference, Providence **Contact:** Laura Zeisler, 401-647-5502

NEW MEXICO Nov. 8-9, 1996 **New Listing**
2nd Annuall SAC Conference, Albuquerque
Contact: Nancy Kober, 505-842-8787

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RESOURCES

Georgia SAC Guides Available

The Georgia School Age Care Association (GSACA) has developed a series of technical assistance guides for beginning and improving a school-age program. The nine part series, "Getting Started," covers a range of topics including funding a SAC program, licensing SAC programs, developing a SAC curriculum, serving children who are homeless, and serving children with disabilities.

The organization also has supplemental guides like "The Design Kit for Quality: A Reference Guide for Developing and Enhancing Your School-Age Program," and "The School-Age Care Catalog: Resources and References to Improve Quality." While some information is specific to policies and regulations in Georgia, most of the material will be useful for any school-age care program.

For information sheet and order form for these publications, call GSACA at 404-373-7414 or write to GSACA, 246 Sycamore St., Suite 252, Decatur, GA 30030.

Two Youth-Worker Resources

•**Kids Rights Catalog**—We have mentioned this catalog several times. Each year there are many new materials related to working with children and families – board games on topics such as anti-violence (one for 4-12 year olds and a different game for ages 10 to Adult), books for children on self-esteem, domestic violence, grief, cultural diversity, sexuality, child abuse etc. There are also resources for the professional and for parents on similar topics plus ADHD and special needs.

Contact: Kids Rights, 10100 Park Cedar Dr., Charlotte NC 28210 – (800) 892-KIDS.

•**ETR Associates 1996 Comprehensive Health Catalog** — We have also mentioned this catalog several times. It carries resources related to health issues for grades K-12. Topics include Self-Esteem, Life Management Skills, Sexuality, Abstinence, Birth Control, STD/HIV/AIDS, Tobacco, Drugs and Alcohol.

Contact: ETR Associates, PO Box 1830, Santa Cruz CA 95061 – (800) 321-4407.

Going, Going, Gone . . .

No longer in the SAN catalog but still great resources:

Caring for School-Age Children: A Church Program Guide, $16.95 (subscriber price) plus S&H.

Tribes – Rev. Edition (432 pages), $29.95 (subscriber price) plus S&H.

Limited supply – order by phone with credit card only. Call School-Age NOTES, 615-242-8464.

Volume XVII #2 The Newsletter for School-Age Care Professionals October 1996

School-Age NOTES

ISSN0278-3126 © 1996 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Walking the Talk: Modeling Conflict Resolution Behaviors

In their new book, *Adventures in Peacemaking: A Conflict Resolution Activity Guide for School-Age Programs*, (see page 7 for more on this new resource, including ordering information) authors William Kreidler and Lisa Furlong emphasize the importance of modeling appropriate behavior for children. In other words, we have to "walk the talk."

"Children mirror what the adults around them do. This is one of the primary ways children learn what is appropriate – or what seems to be appropriate – behavior," the authors state. "If we want the children in our program to handle conflict constructively and nonviolently, then we need to look at how *we* handle conflict - both conflict with children and with other staff members." The imporant thing to remember is consistency between what you ask children to do and what you do yourselves.

Suggestions for Modeling Conflict Resolution

The following are suggestions for providing appropriate models of behavior:

➢ As a staff, think about how you handle conflicts among yourselves: what procedures, formal and informal, are in place for handling staff conflicts? Do they work? What skills in handling conflict do you think you need to develop?

➢ When you handle conflicts between children, remember you are teaching with every action you take, every word you say. Model good listening, mutual respect and the kind of problem solving you want children to do.

➢ When you deal with children, it isn't necessary to always be calm, but it is important to be aware of what you are modeling. Model nonaggressive behavior at all times, no matter how angry you are. You can say, "I'm very angry with you," without being abusive or aggressive in that expression.

➢ Emphasize positive behavior whenever and wherever you can. Develop the philosophy of "catch them being good." Research has shown that children learn more from being told what to do than what *not* to do.

➢ Think in terms of prevention, or "constructive negative thinking." Try to predict where problems will occur and why, then try preventing the problems. If there aren't enough scissors for each child during an art project, either find more scissors, or discuss ahead of time with the children how to solve the problem.

➢ When using conflict resolution techniques with children, explain what you are doing. For example, you can say, "I am listening to both sides," or "I'm trying to put myself in your shoes to understand how you feel about it."

➢ When either modeling conflict resolution behaviors or teaching those behaviors, remember that younger children have a limited array of conflict resolution approaches and typically try to apply them to all conflicts, regardless of the consequences. Gently help them understand the consequences of using, for example, violence in a situation ("If you kick his head, that will hurt him and you will get into trouble."), then offer concrete alternatives.

(See page 7 for more on this new book about conflict resolution.)

INSIDE

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CCIE & SAN p.7

N.C. AmeriCorps® Program Successful

Apprenticeships May Be Key to Training

by Eddie L. Locklear, Ed.D & R. David Mustian, Ph.D.

Editor's Note: *In 1993, the Americorps® project was created to get individuals involved with local community-based service projects that address the needs of communities in areas of education, public safety, human and environmental issues. In 1994, the North Carolina Cooperative Extension Service 4-H Program was awarded an AmeriCorps grant which allowed them to place 60 part-time AmeriCorps members into SAC programs. The following are some results of that program.*

Working in a before and after school program can provide many challenges. School-age children have high energy levels and are constantly looking for new opportunities. In addition to the challenges provided by school-age youth, low wages, high staff/child ratios, limited staff training opportunities, inadequate equipment, and poor work environments all contribute to making recruitment and retention of good staff difficult. An apprenticeship is one approach to help prepare and

(Continued on page 2)

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AmeriCorps . . .

(Continued from front page)

retain individuals for a career in school-age care.

To be successful as a school-age care provider, individuals must have the skills necessary for providing appropriate learning experiences for school-age youth and enjoy working with young people. The AmeriCorps program proved successful at increasing AmeriCorps members' skills and satisfaction level when working with school-age children.

The North Carolina Cooperative Extension Service 4-H program used an AmeriCorps grant to place 60 part-time AmeriCorps members in school-age care programs (see SAN, April, 1995). The primary goal of the project was to improve the quality of the school-age programs. The AmeriCorps members provided enrichment programs to youth, served as tutors, and got the community involved with the school-age programs. Two major accomplishments of the AmeriCorps program were providing valuable skills to participants and helping them determine if they enjoyed working with school-age children (see related article this page).

In addition to helping improve AmeriCorps members skills and level of satisfaction for working with school-age youth, there were other important benefits. School-age care providers' overall rating of the AmeriCorps program was 81.2 points on a 100 point scale. Providers reported that AmeriCorps members were great with the children and provided the children a variety of projects and enrichment activities. Members also provided a greater breadth to sites, worked well as role models and provided new experiences and ideas to the school-age providers. The providers were extremely pleased that the AmeriCorps members were able to become immediately involved with the school-age program without a great amount of orientation and training.

The school-age care providers also benefited from the AmeriCorps members. Approximately 72 % of the providers reported that they had learned from the members. Contributions from the members included: 1) provided hands-on experiences for the children; 2) gave the providers new ideas; 3) were great role models for children who had limited adult role models; 4) the members brought out the talents of children; 5) shared new curricula; 6) enhanced the values of children; and 7) provided encouragement to the children. AmeriCorps members also helped increase the number of learning activities offered to children in the school-age care programs.

AmeriCorps members were also valuable in helping generate greater community and parent support, with providers reporting significant increases in support from community agencies, parents and relatives of children in the school-age care programs, area businesses and/or industries in their communities, as well as from youth-serving organizations such as churches, Boy Scouts, YMCA, etc. Collaborations with other groups in the county (fire departments, police departments, health departments, recreation departments, etc.) also increased.

So what does all of this mean to school-age care providers? One answer may be that young people interested in a school-age care career can benefit from an apprenticeship experience. Many times young people take a school-age care job immediately after finishing high school. Although many think they have the skills and satisfaction level for a successful work experience in school-age, reality soon proves them wrong. Applying the lessons learned from the AmeriCorps program may help reduce the level of frustration and turnover experienced by many new school-age care staff. Perhaps an apprenticeship program might be established allowing high school students an opportunity to work in after school

(Continued on page 7)

Skills & Satisfaction Levels in SAC Linked?

Data on AmeriCorps members were obtained pre-program, mid-year, and at the end of the first year. Members rated themselves on a self-anchoring scale with respect to their skills of working with children and their satisfaction of working with children. Members tended to overstate their skills at the beginning of the program (7.4 on a 10 point scale). However, during the mid-year evaluation, participants realized their skills were not quite sufficient for working with school-age children (mid-year rating was 6.0). After participating in numerous training programs, members rated their end of service skill level at 8.7.

When asked to rate their level of satisfaction of working with school-age children, the members again overstated their satisfaction to be 8.9 on a 10 point scale. At mid-year they reported a 6.6 satisfaction level and an 8.8 at the end of the program.

The changes in both level of skills and member satisfaction between mid-year and post-program ratings is statistically significant. [In both instances, the mid-year evaluations reflect a dip in confidence and satisfaction after practical experience showed the participants they were not as skilled in working with school-age children as they previously thought. However, after attending training sessions to improve those skills, there is an increase in both areas at the end of the program, leaving us to infer that improved skills through training also boosts satisfaction levels.]

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Special Report on Middle School Girls

New Study Looks At Coping Strategies

A report looking at how middle school girls work to succeed in school has revealed three major coping strategies in the transitional stage between elementary and high school, according to a story in the *San Francisco Examiner*.

The report, "Girls in the Middle: Working to Succeed in School," was the result of a study by The American Association of University Women.

School-age programs that work with this age-group can use this information to better understand the behaviors and response styles of these girls. Working to provide activities that remove gender bias and enhance the overall self-esteem of girls in general, and this age-group in particular, can aid in their development.

The report is the last of a series of three from the AAUW Education Foundation examining gender equity in middle schools. Its first report in 1992, "How Schools Shortchange Girls," cited a study correlating a drop in self-esteem as girls moved to middle school with poor performance on standardized tests in high school.

In this just released report, researchers took more of an observation/interview approach to understanding the middle school girl culture.

To generate data for the report, researchers selected six schools in the U.S. who are making inroads at educational reform. Between November 1994 and March 1995 they visited the schools twice – observing girls in class, holding focus groups, interviewing the girls as well as some boys, teachers, parents and community members.

The researchers found that girls choose a range of tactics to succeed. The three main strategies AAUW focused on are:

Outspoken: Students who speak make themselves highly visible. They might be pegged as leaders or troublemakers, depending on their relationships with key adults in the school.

Compliant: Students who sit in class, listen, do homework on time, follow the rules and speak only when spoken to, behave that way to minimize dissonance or cover up who they really are or what they're going through. Sometimes they fall in the shadows of more visible peers and consequently may not get the support from adults that they need to develop their own identities.

Cross-cultural: These girls tend to fit in two worlds – the mainstream and their peer group. Sometimes they come from immigrant families and lead one life in the home, neighborhood or school yard, and another in the classroom.

"We want people to be aware that girls are not all the same," said Sukey Blanc, a research associate for the Philadelphia-based Research for Action, which conducted the AAUW study.

School-age programs that work with this age-group can use this information to better understand the behaviors and response styles of these girls. Working to provide activities that remove gender bias and enhance the overall self-esteem of girls in general, and this age-group in particular, can aid in their development.

(For more on gender issues in school-age programs, see the May, 1996 issue of SAN.)

BEST COPY AVAILABLE

Halloween Frights

by Rich Scofield

Many families, children and child care programs participate in Halloween activities. It is well to remember that school-agers are at different stages of being able to handle the scary and frightening activities, stories and events that occur leading up to Halloween.

For five-year-olds, all they may be able to handle are costumes and non-scary masks and a "Charlie Brown Great Pumpkin" story. The seven- and eight-year-olds may be looking forward to scary costumes but are not ready for "haunted houses." By third and fourth grade they love scary stories like the "Goosebumps" series (which has replaced the myths of trolls under bridges and wicked witches who throw children in ovens), and who love to share the thrills of scaring each other, but are not ready for the supernatural, horror and gore. (Who is ready for that?) Indeed, every culture has scary stories that are passed down from generation to generation. And according to an article in *Parenting* magazine, scary stories and movies have their place in a child's life for confronting fears in an environment that he/she controls. But movies or videos with graphic violence or "unmitigated gore" are not suitable under any circumstances.

In fact, staff should be reminded that while older children may seem titillated by supernatural-horror-gore, those concepts have no place in school-age programs, either developmentally, or from the point of view of consideration for families who find it offensive or sacrilegious.

So if your program wants to celebrate Halloween, think of fun, safe activities that allow children to acknowledge the holiday without being confronted with frightening situations, even in the name of fun. And show respect to the children and their families by double checking with parents on how they view the day and whether they want their children exposed to any element of it.

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Something from Nothing

The season for indoor crafts and activities is upon us. Where do we get materials with possibilities at low cost or no cost? Businesses are often happy to help, especially by saving things for you that they would throw away.

If you ask a store to save items for you, be sure to go back for them on the schedule agreed on. If the store is ready to throw these things away, it is usually because they need the space, so they may be unable to hold them for you.

Be sure to acknowledge recyclables you receive from businesses. Write a short note and/or let the children write an acknowledgement. Also, if you have a parent newsletter, or if you send home an occasional memo or announcement sheet, let parents know which stores are helping and suggest that when parents patronize these merchants they also say a word of thanks for the store's support of the after school program. This lets the stores know that it is good business for them.

To get you started, here is a list of things to look for:

Art supply outlets – broken packages and closeout materials; seasonal items out of season.

Beaches – shells and rocks for mosaics, shakers, pet rocks, refrigerator magnets or aquariums; sand for rain sticks.

Cabinetmakers or lumberyards – wood scraps for blockmaking, woodworking, and creative construction; wood curls; sawdust for clay and modeling or for stuffing cloth toys.

Carpet outlets – samples and scraps for sit upons, scrapbook covers, dollhouses.

Construction sites – scraps of wood, plastic pipe, tile, wallpaper, carpet, linoleum orcopper wire; appliance cartons (the big ones from major appliances, heating and cooling systems and light fixtures).

Delis – cheese boxes and crates, plastic buckets.

Department stores – discarded displays and decorations, boxes and packing materials, cardboard, hangers and shoeboxes.

Drugstores – discarded displays, broken packages of such things as cotton, cotton swabs, craft sticks (tongue depressors), stationery, seasonal items out of season, discontinued notions, discarded small boxes or plastic bottles.

Electronic equipment stores – molded styrofoam packing pieces, boxes, empty wire spools, computer cards and paper.

Fabric stores – fabric scraps, trim scraps, buttons, pattern books, yarn.

Flower shops – discarded bits of ribbon, colored cellophane and colored foil.

Furniture/appliance stores – large boxes big enough to get inside, to make a puppet stage or to cut up for giant pieces of cardboard.

Grocery stores – banana boxes, apples dividers or cardboard display holders being discarded.

Hardware stores – wood scraps, screws, hooks, nuts, bolts, washers, rope scraps, twine, plastic or wire screen, or odd pieces of molding.

Parks or yards – pinecones, sycamore balls, sweetgum balls, acorns.

Printing companies – ends of rolls of papers, cut scraps of paper and cardboard, overruns.

Telephone company maintenance department – scraps of the brightly colored fine wire they use.

Upholsterers – foam and fabric scraps and trim scraps.

Do not overlook the things you can ask parents to save at home. Send out a call for these periodically – egg cartons, plastic containers, round oatmeal or salt boxes, aluminum pieplates, baby food jars, plastic hangers including baby ones for bubble blowers or mobiles, leftover bits of giftwrap and ribbons, cut fronts of greeting cards, candles and old wax crayons, paper tubes, yarn scraps, string, old shirts for paint smocks, reusable plastic spray bottles, mesh bags from potatoes.

Birthdays of Famous Inventors

Nov. 6, 1861 – James Naismith - basketball

Nov. 6, 1816 – Antoine Joseph Sax – saxophone

Nov. 1, 1959 – Jacques Plante – plastic face mask for hockey

Nov. 8, 1895 – Wilhelm Conrad Roentgen – the X-ray

Nov. 14, 1765 – Robert Fulton – steamboat.

Child Safety & Protection Month

November is the National PTA's Child Safety and Protection Month. Developmentally, school-agers take things very seriously and play out all kinds of concerns. Use drama, including impromptu skits to illustrate important safety rules and concerns. Create skits to teach appropriate safe behaviors. Practice all your usual drills.

Andrew Carnegie's Philosophy

November 25, 1835 was the birthday of Andrew Carnegie, benefactor of 2,500 libraries. A wealthy man, this was Carnegie's philosophy: "Surplus wealth is a sacred trust which its possessor is bound to administer in his lifetime for the good of the community...The man who dies rich dies disgraced."

Make a poster, plaque, bookmark or bulletin board of this quotation with appropriate illustrations.

Make up a skit about what would happen if more people adopted this philosophy.

If you could, what would you do for the good of the community?

50 Activity Ideas

The minimum number of Activity Ideas in this issue is 50.

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NOVEMBER CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
IT'S THIS MONTH	*Child Safety and Protection Month of the National PTA* – Have a safety awareness poster contest.	*American Education Week* promotes support of public schools. Write a letter to the local newspaper providing good news about your school.	Read a chapter from a different book each day during *Children's Book Week*, November 18-24.	November 3 is the *New York City Marathon*. Plan a joke marathon or a macarena, hopscotch, rocking chair, or jumping rope marathon.	*Peanut Butter Lovers Month* – George Washington Carver invented 100 products from peanuts. How many can you identify? How about a team competition?
SCAVENGER HUNTS	Make a list of recyclables to collect – possibly a list of things to bring from home for crafts projects.	Do a scavenger hunt by cutting out from magazines pictures of items on the required list.	Do a scavenger hunt for people – someone who came from Ohio, knows how to knit, has a hole in her sock...	Match people's names with famous quotes.	For field trips, such as to a museum or historic site, plan ahead with a contact person for facts or items to locate.
STORYTELLING	For an after school newspaper, pretend all the kids have graduated and this is a report on their occupations and accomplishments 20 years hence.	Collect the unlost half of all those glove pairs and make unlost glove puppets. Let them tell their stories.	Tell a progressive story. Around the circle, each one adds something to it.	Read several of Aesop's fables. Work together to create a fable for modern times.	This is National American Indian Heritage Month. Get a Native American storyteller if you can or look for a Native American legend at the library.
THINK METRIC	Convert a favorite recipe to metric. If you are on metric, do this recipe in teaspoons, tablespoons, cups and so on.	Take your measurements – height, weight, waist, skirtlength or pants size in metric. If on metric, do feet and inches and compare.	Measure the classroom or the perimeter of the playground in metric. If on metric, introduce yards or rods. See what you miss!	Take your temperature with a centrigrade thermometer. Use a Farenheit thermometer.	Look for references to metric in a newspaper, textbook or cookbook published for a country that uses metric measurements.
NATIONAL GAME & PUZZLE WEEK	Think of a game you used to play a lot. Teach it. Invent a variation on it.	For each team put down 6 tape strips 2' apart. Each player in turn hops on one foot to the end of the course and back.	How many different games can you play with dominoes?	20 questions – IT thinks of a word and tells if it is animal, vegetable or mineral. The group asks 20 questions to be answered yes or no. 3 guesses.	Make a list of each family's favorite games. Borrow board games for an afternoon. Ask parents to come in early to teach games.
SEASONAL	Get a pair of binoculars and go birdwatching. How many can you find this time of year? Are some here for winter only?	Save the last of autumn leaves by pressing between 2 sheets of waxed paper with an iron. Adult involvement required!	Make tissue roll people for a Thanksgiving village.	Nov. 24-30 is *National Family Caregivers Week*. Thank a former child care provider or surprise a current one.	Collect canned goods for the food bank. Be sure to ask what their needs and requirements are.

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Washington Notes

by Charles Pekow

Charles Pekow is editor of "Day Care U.S.A." This report was written exclusively for SAN readers.

DCBG Under New Name

It's not called the Dependent Care Block Grant (DCBG) anymore, but the money appears to be returning. Following the House, the Senate Appropriations Committee has approved $13 million for school-age care and resource and referral, available in October. The funding would come in a special earmark of the Child Care & Development Block Grant (CCDBG), but it would serve the same purpose as DCBG. States must use the cash to start new services or expand existing ones, not to replace other funding.

Stop the Presses!

All $19.1 million, rather than $13 million this October plus $6 million next September, was approved by Congress and signed by the President to be available *now*, October 1, 1996 for school-age and resource and referral services.

Here's what Congress plans to provide this year:

- **CCDBG:** $950 million. All but the $13 million earmark wouldn't become available to states until Sept. 30, 1997.
- **WACC:** $879.405 million
- **TCC:** $267.595 million
- **At-Risk Child Care:** $300 million.
- **Social Services Block Grant:** The House approved $2.48 billion; the Senate $2.24 billion.
- **Community Schools Youth Services & Supervision:** The Senate approved $12.8 million - the House nothing - for this so-far unfunded crime bill program. HHS would give grants to non-profits in areas with high rates of poverty and juvenile crime for youth services – such as school-age programs – that steer children away from crime and drugs.

AmeriCorps Offers Education Awards

Want to offer staffers college tuition for working in your program? Sound better if you can offer it without paying the tuition? Maybe you can. The Corp. for National & Community Service (CNCS) is offering to pay Education Awards for up to 5,000 volunteers this year who work in community service programs – and CNCS is very interested in school-age care. Since congressional critics have scored CNCS for spending too much per volunteer, the agency is trying a new twist: it plans only to pay for the college tuition. Sponsoring agencies will have to pay most or all the costs of recruiting and training volunteers, etc.

You can hire volunteers full or part time. Only national non-profits, multistate collaborations, state community service commissions, state education agencies and institutions of higher education can apply. If you don't fit into one of these categories, contact your state commission and ask to fit in its plan.

You can hire people to work either 1,700 hours in a year or 900 hours over two years and pay stipends of up to $10,000/yr. After volunteers finish the work, AmeriCorps will pay tuition of up to $4,725 for them.

For applications and info, contact AmeriCorps Education Awards Program, CNCS, 1201 New York Ave., NW, Washington DC 20525, 202-606-5000, ext. 260, TDD 202-265-2700. CNCS is taking applications through June 30, but the sooner you apply, the sooner the response.

At this writing, CNCS is still fighting for its existence. The Senate has voted $402.5 million for it in FY 97 but the House voted to kill it.

Is Your Wage Legal?

If you are paying less than $4.75 per hour, you are in violation of the new Federal minimum wage which went into effect October 1st. There will be another increase in a year to $5.15. This total $.90 increase represents about a 3% increase annually since 1991, the last time the wage was increased. This represents about what inflation has been over those six years.

From SAN's discussions with providers across the country most are paying above minimum wage including the new rate. This has been necessary since they are competing for staff with fast food restaurants among other businesses which have had to significantly increase their wage to attract workers.

SAC CONFERENCES

DELAWARE Oct. 12, 1996
Annual SAC Conference, Wilmington, Keynote: Tracey Ballas, **Contact:** Jean Williams, 302-479-1674

NEW YORK Oct. 14, 1996
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ALBERTA Oct. 25-26, 1996
SAC Conference, Calgary, Alberta, Canada
Contact: Carol Broen, 403-282-7466

CONNECTICUT Nov. 2, 1996 **New Listing**
CT SAC Alliance Annual Conference, Trumbull
Contact: Sherye Stockmal, 860-567-0863

RHODE ISLAND Nov. 2, 1996
RI Coalition for SACC 2nd Annual Conference, Providence **Contact:** Laura Zeisler, 401-647-5502

NEW MEXICO Nov. 8-9, 1996
2nd Annual SAC Conference, Albuquerque
Contact: Nancy Kober, 505-842-8787

NORTH CAROLINA Nov. 7-9, 1996
7th Annual SAC Conference, Raleigh, Keynote Linda Sisson, **Contact:** Margaret Anne Biddle, 919-828-0345, ext. 130

CALIFORNIA Feb. 22, 1997 **New Listing**
9th Annual Carousel SACC Conference, San Diego, **Contact:** Tricia Kendrick, 619-793-0071

GEORGIA Feb. 21-22, 1997, **New Listing**
GSACA 6th Annual Conference, Atlanta
Contact: Kimberly Nottingham, 404-373-7414

NSACA April 17-19, 1997
9th Annual National Conference, Orlando, FL.
Contact: FL SACC Coalition, 407-568-6497

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

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AmeriCorps . . .

(Continued from page 2)

programs to get school-age care experience. During this time the young people can be encouraged to participate in appropriate training to improve their skills for working with school-agers. This approach will allow an individual the opportunity to determine if school-age work is a desirable career, essentially "testing" the waters before jumping in and drowning.

The AmeriCorps program has provided several good reasons for an apprenticeship approach to school-age care. If school-age care providers open their programs to high school youth, allowing them to volunteer their time to work with school-age children, they may help identify outstanding people who can make a significant impact in school-age care.

Dr. Eddie Locklear is an Extension 4-H Specialist at North Carolina State University. A previous article concerning the AmeriCorps program in North Carolina appeared in the April, 1995 issue of SAN.

Dr. R. David Mustian is a professor and program evaluation leader at NCSU.

(For more on AmeriCorps®, see p. 6.)

Exchange and SAN Join Efforts

Exchange Press, publishers of the directors' magazine *Child Care Information Exchange* (CCIE), and School-Age NOTES have joined together on a series of marketing efforts. SAN subscribers have already received a special offer to subscribe to CCIE. And SAN carries in its catalog three sets of Exchange publications which include collections of articles geared for directors.

Rich Scofield, publisher/editor of SAN, commented on the collaboration, "Having known Roger and Bonnie Neugebauer [publisher and editor, respectively of CCIE] since before SAN was "birthed" in 1980, it is amazing it took us 16 years to realize the readers of both our publications might benefit from our joint efforts."

What has become obvious in our efforts is that there are many programs that are only school-age care, often these are at public and private school sites and they are not connected to the usual early childhood resources such as conferences and mailing lists. In fact, the vast U.S. Department of Education national SAC study found that in 1991 28% of SAC programs were located in public schools (but represented 35% of enrollment because public school sites had larger programs.) After school program directors often need the same type of help as preschool child care directors need regarding issues such as enrollment, hiring, training, team work, communication with staff and parents. The identification of the same needs was the reasoning behind the selection of CCIE publications that SAN put together as sets and SAN's effort to make its readers aware of CCIE as a bimonthly resource. (Contact 800- 221-2864 for more information about CCIE. Tell them you are a School-Age NOTES subscriber.)

The second observation is that it has become obvious there are many child care centers that focus on their preschool programs and are not hooked into the resources for their school-age programs. For School-Age NOTES, this meant continuing our efforts to reach child care directors who are not aware of our resources.

New Book on Conflict Resolution in School-Age

A new guide for resolving conflict – especially for school-age programs – is now available from School-Age NOTES.

Adventures in Peacemaking: A Conflict Resolution Activity Guide for School-Age Programs is designed to help school-age staff teach children effective, nonviolent ways to resolve conflict.

Authors William J. Kreidler, who wrote the popular *Creative Conflict Resolution*, and Lisa Furlong, incorporate the concepts they developed for the "Peaceable Classroom" program, a classroom conflict resolution program, modifying some aspects to make the program suitable for the unique needs of school-age child care providers. The "Peaceable Program" (see SAN March, 1996) looks at the school-age care setting as a caring, respectful community. To establish that community five key elements are emphasized: cooperation, communication, emotional expression, appreciation for diversity, conflict resolution.

Adventures in Peacemaking is divided into sections which address these five elements, with guidelines for caregivers and creative, fun activities to help children incorporate these elements into their daily lives.

Activities that lead children towards peaceful conflict resolution include creating a "Peaceable Being," Peace Puppets, an anger thermometer, cooperative puzzles, and a "Peacemaker Robot." Games like "Warp Speed," "Everybody's Up," "Duck and Chicken," and "Thumb Hunt" give the children a chance to interact and learn cooperation techniques in concrete ways. "Reflection" time is built into each activity or game so children can talk and think about what they have learned.

A unique aspect of this book, which is specifically for school-age programs, is that it was developed by Educators for Social Responsibility and Project Adventure, Inc. with Work/Family Directions, and funded by the AT&T Family Care Development Fund, a joint project of AT&T/Lucent Technologies, the Communications Workers of America and the International Brotherhood of Electrical Workers.

Adventures in Peacemaking: A Conflict Resolution Activity Guide for School-Age Programs is available from School-Age NOTES for $21.95 ($19.95 for subscribers) plus $3.50 S&H. The book has 330 pages. To order, send payment to School-Age NOTES, P.O. Box 40205, Nashville TN 37204, or for credit card orders call 615-242-8464.

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RESOURCES

Young Adolescents Catalog Available

The Search Institute, an organization which researches the needs of youth in the United States has a catalog of resources and materials designed to meet the challenges facing youth today. Resources include books, videos, and training sessions for parents, youth workers, health professionals and adolescents. To request a catalog call Search Institute at 800-888-7828.

More on Adolescents

The High/Scope Institute for IDEAS offers a publication for working with youth titled *Learning Comes to Life: An Active Learning Program for Teens*. In it the firsthand account of teenage participants in High/Scope are shared, along with a summary of research findings on the program's lasting effects. For more information call 800-40-PRESS(407-7377). School-Age NOTES has not seen or reviewed this book.

Planning Help for Non-Profits

The Amherst H. Wilder Foundation has resources for helping non-profit organizations in strategic planning and marketing.

Strategic Planning Workbook for Nonprofit Organizations – Develop a realistic plan for the future in spite of funding cuts and increased competition. Step-by-step guidance through the five planning phases and the essential fundamentals of strategic planning. Subjects covered include: solving organizational problems with a coordinated approach, building teamwork and improving communication, increasing investment in your organization, how to influence rather than be influenced.

Marketing Workbook for Nonprofit Organizations – How to use marketing to make a greater impact. Reach the people you want to help, convey your message to your target audience, generate more resources and support to carry out your mission, make a strong impact in your community, and more.

Both books are $25 each. For more information call 800-274-6024.

Playground Catalog Available

Landscapes Structures, Inc. of Delano, Minn., a leading manufacturer of outdoor play equipment for schools, parks, and childcare centers, has become the world's first such manufacturer to become ISO-9001 ceritified. The ISO program is an international system of rigorous quality standards established by the International Organizations for Standardization in Geneva, Switzerland, to improve product design, manufacturing and customer service.

For a free catalog of their products write to Landscape Structures, Inc., P.O. Box 198, Delano MN 55328-9900 or call 800-328-0035.

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School-Age NOTES

ISSN0278-3126 © 1996 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

10 Staff Motivation Tips

Face it – being a caregiver is often a thankless job. Everyone, including yourself as director, is overworked and underpaid. Turnover is high and sometimes morale is low. What can a director do to show her staff they are appreciated?

Below are 10 ideas we found in *250 Management Success Stories* that can encourage staff, improve morale, and hopefully reduce turnover. You'll probably find that these ideas will give rise to you own unique way of motivating your staff.

1) **Staff Photo Board** – At the beginning of the year take photos of each staff member and put on a bulletin board prominently displayed in the program. Change the theme of the board periodically, with themes like "You're the Pumpkin in My Patch," for October, "Our Lucky Charms," in March (St. Patrick's Day), etc.

2) **Creative Ideas** – Hold a creative ideas contest with staff members. Award prizes to the staff member who comes up with the greatest number of creative ideas that everyone can use in the program.

3) **Positive Wallpapering** – At the end of the school year ask parents for feedback on the most beneficial aspects of the program, as well as areas needing improvement. Pull out those comments which are in praise of the staff members, enlarge them, and when staff return in the fall, "paper" the walls of the staff room, or wherever staff training will be held, with these positive statements.

4) **Annual Awards** – At the end of the year hold a staff awards day. Everyone gets an award, sometimes serious — like perfect attendance or acting above and beyond the call of duty — or silly, like a most embarrassing moment, or a "fizzle" award for the activity that completely bombed with the kids. Find inexpensive trinkets that illustrate the nature of the award to present to recipients.

5) **Wish Lists** – Encourage staff members to improve their performance or their group's participation in a project by getting a "wish list" from each staff member of materials they would most like to have for their part of the program. When that group performs in an exemplary way or meets a predefined criteria of behavior, etc., buy that group something from their list.

6) **Secret Observers** – Each month have each staff member draw the name of another staff member out of a grab bag. During that month, each one observes the person whose name they drew. At the monthly staff meeting, the staff members share one exceptional, positive thing they observed about that other staff member.

7) **Heart Award** – Create a special award that will symbolize appreciation, such as a stuffed satin heart. At each monthly staff meeting, present the award to the staff member who has made a special contribution to the program. The award will hang in that person's room or area of the program for a month. Encourage staff to nominate someone they've observed being particularly creative.

8) **Happy Notes** – Once a week give each staff member a "happy note." The note can thank the teacher for something special he/she did for a child, parent, or fellow staff member, or it can simply be a compliment of a job well done or on the success of a new project idea.

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Groundbreaking BA Program in SAC Approved

On August 28, 1996, a Bachelor of Arts in School-Age Care was unanimously approved by the faculty of Concordia College in St. Paul, Minn. This landmark event, being the first such degree program in the nation, opens enrollment to professionals in child care who want to complete their BA.

Concordia's School-Age Care Office, under the supervision of Jim and Laurie Ollhoff, has led the way in developing quality academic programs that serve the needs of the school-age care community. The college recently issued its first Certificate of Proficiency in School-Age Care (see SAN, Aug. 96).

The BA program is an accelerated completion program, with groups of 17-25 students working together through the program in approximately 18 months. Prerequisites to enrolling in the SAC degree program include 60 credit hours of general education. The BA program is also available through distance education.

For more information, contact the School-Age Care Office at Concordia College at 800-211-3370.

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Shared Space – One Australian's Solution

by Alan Ironside

As the coordinator of an after school care program in Australia, I see young children learn on an informal level every time they attend our program. All school-age care programs have the potential to be venues of great informal learning and education. This does not always mean that school-age care programs need to be developed around structured activities, nor around pace-setting activities such as magic workshops or other imported professional entertainers. The atmosphere of a good school-age care program alone can directly encourage children to ask questions of otherwise imposing adults, or "have a go" at an activity without any overriding fear of failure.

Some programs in Australia have a low priority within the community and therefore share not only the school facilities, but also a school venue. An after school care program I once coordinated shared its venue with the school art and science classes. Even though our after school program actually used the classes more hours per week than the art and science programs, our program was still viewed as the less important tenant.

Coordinators of shared venue programs learn to be very adaptable as they implement quality programs with sometimes little time or room for preparation.

When I shared the room with this art and science class it became very frustrating. When we arrived at work in the early afternoon, we did not know who else may be using the room on days when art and science were not operating. Due to these shared arrangements, I quickly decided to implement an activity that I believed would help ease the frustration: A free-craft box.

With school activities still happening as after-care children walk in the door, there was no time to prepare a daily craft activity. Nor were there any spare tables to prepare any other activity, including the children's afternoon "tea" *(snack - not literally tea - Editor)*. With only two staff at a small program there was also no time to start preparing craft activities once the children had arrived.

It is the children's initiative waiting for an outlet to express itself, not the adult's direction, that defines an activity's possibilities.

The contents of the box consisted of anything that was safe and not wanted by those donating it. These items ranged from toilet rolls to film canisters. Cardboard made up a lot of the materials used. Necessary purchased additions were scissors, masking tape, string and colored marking pens.

Our free-craft box allowed children to make crafts whenever they had the inclination to do so, not just when it suited the adults' agendas. Our free-craft box program empowered children to take the initiative in determining, to a certain extent, what direction the day's activities would take. Some children, though, were still not used to being given such an open-ended invitation from an adult and often asked: "Alan, am I allowed to use the free-craft box today?"

The crafts children made using the free-craft box was entirely from their own imagination. There was usually no adult involvement until what a child made was finished and presented to the caregivers or parents for their affirmation. The staff at our after school care program were too busy with other matters to interfere too much anyway.

The young children who attended our program soon showed even greater signs of self-motivation and initiative. The next activity that grew from the free-craft box was tent-making on the school's oval (playground). Using old sheets, pieces of material, string and fallen branches from trees, there was a tent city expanding on the oval during one week.

Not only did our free-craft program assist in children's development of initiative, self-expression and self-confidence, but their intellectual development and creativity were enhanced as well. Through their ownership it also evolved into a program that assisted with their social and physical development.

The whole concept of such an unstructured activity was not my first choice when planning a program. Upon reflection, though, it is a decision that I am very pleased to have made, particularly considering the positive outcome. It has also expanded my previously closed attitudes as to what constitutes a balanced program for school-age children while still maintaining a child-centered direction. Although I implemented this activity based upon the restraining nature of the venue, it was the children utilizing the activity that truly showed its worth to any program. It is the children's initiative waiting for an outlet to express itself, not the adult's direction, that defines an activity's possibilities.

Informal learning at school-age care programs is defined by what is not directly taught, and it is also defined by environments where activities such as free-crafts are presented to children whereby they set the parameters. A free-craft box will always be a possibility for inclusion on the program wherever I work in the future.

(Alan Ironside works in school-age care in Melbourne, Australia.)

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"Snack Sneak" — Mysterious Fun for School-Agers

When the school-agers at the Brant Street Daycare in Toronto couldn't find their snack one Friday afternoon, little did they know that they had a mysterious prankster in their midst. The "Snack Sneak" raided the refrigerator, took the snacks, then left clues for the children to follow to track down their treats.

The arrival of the Snack Sneak started the school-agers on all sorts of adventures and quests, each challenging the children to solve various problems and mysteries using logic.

The Snack Sneak: Logic Games, Mysteries and Quests is a result of the mysterious fun the school-agers at Brant Street embarked on after the appearance of this merry prankster. Author Carol Ledden has long been fascinated with logic games, puzzles, riddles and mysteries, and ingeniously found ways to incorporate them into the school-age program and this unique book.

"My experiences have taught me that planning and playing mystery games with children is a great way to get them excited about working together," Ledden says in the introduction to her book.

The adventures, mysteries and quests in the book involve action and fantasy as well as logic. Activities include using clues, "keys," and codes that challenge school-agers to use logic and deductive reasoning to solve mysteries, find treasures and answer riddles. "Logic challenges" help develop and promote language, math, reading, writing and abstract thinking skills.

The Snack Sneak: Logic Games, Mysteries and Quests is one of the new titles in the School-Age NOTES Fall, 1996 catalog. The cost is $9.95 ($8.95 for subscribers) plus $2.50 S/H.

A note of caution however. The title "Snack Sneak" refers only to the character who showed up at Brant Street Daycare. This book is not about preparing snacks!

To order, call 615-242-8464 for credit card orders, or send payment to School-Age NOTES, P.O. Box 40205, Nashville TN 37204.

Observations on Returning to ASC

Last year SAN's editor, Rich Scofield, returned to being a caregiver two afternoons a week in a SAC program. During last year, he recounted his observations, experiences and thoughts. This year he has returned again for the fall. The following are his observations since August.

Returning to the After School Care program this year afforded me a different perspective than that of a new caregiver. There still were all the new kindergartners' names to learn as well as some new names of 1st-4th graders. But, there were lots of familiar faces, both children and adults; all in all, there was a definite level of comfortability that doesn't exist for the new caregiver.

Comfort Levels

"A good school-age child care program probably provides the most relaxed part of a child's day," according to the National Association of Elementary School Principals' *Standards for Quality School-Age Child Care*. How do we provide a place that is "the most relaxed part of a child's day"? How do we provide a place that has a certain level of comfortability for both children and staff—by providing things that are familiar – familiar snacks, games, crafts, routines and people.

How do we balance levels of comfort with levels of risk in trying new experiences, learning new skills. These are also an important part of the after school experience. The first step in this balance is becoming aware of what happens each day. Is the program jam-packed with too many new crafts, activity clubs and new games? Or are some kids always falling back on the same old games or sports – such as kickball or tetherball. Has snack become a routine of recycled menus from past months?

New Caregivers as Targets

If you've ever stepped into a program midyear, especially if it is as the program director, you know what it means to be the target of testing of limits by the children. (We won't get into the issue of testing by staff.) It's similar to what students try to put a substitute teacher through.

Being a new caregiver and being the target for testing limits certainly doesn't add to a staff person's comfort level.

Kids will test anything that is new. Taken to a playground with new climbing equipment, school-agers will rush to see how high they can climb and jump, how many can fit on a tire swing, and which are the different ways they can go down the slide. Bring new arts and crafts materials or new pieces of equipment into the center and they all want to try them out. When kids go to summer camp and most don't each know each other, then they test each other to jockey for position within the group. So there seems to be three points of pressure—the environment, the other kids, and the adults.

When the environment stays the same, the kids stay the same, and all except one staff person are the same, then that new staff person bears the brunt of testing of limits. New staff can be helped by reminders not to fall into the trap of accepting at face value, "But we're always allowed to do that."

Coming back this year, it was wonderful not to fall into any traps about what the rules are.

Macarena Madness

It didn't take too long for the after school staff to go crazy every time they heard "The Macarena." What was amazing to me was that even the kindergartners the first week of school were spontaneously singing and dancing it. My prediction is that it will become one of the shortest-lived fads due to over-saturation and the irritating way you starting humming it in your mind without even realizing it. I was mowing the lawn at home and had to run into the house and put on some Janis Joplin to get it out of my head.

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Kwanzaa

From December 26 through January 1, many African-American families will celebrate Kwanzaa. The name of the holiday means "fresh fruits." The holiday was created by Maulana Karenga in 1966. He wanted to restore African cultural traditions to African-Americans. The observance recalls traditional African harvest festivals.

Although the observance is family-oriented and the dates fall during the school holidays, you may want to use Kwanzaa themes earlier in the month.

A candle is lit each day of the celebration. The candles are arranged in a candleholder, called a *kinara*, with a black candle in the center, representing the people. Its theme is ***UNITY***. Discuss thoughts and feelings about Kwanzaa. To the left of the black candle are three red candles and to the right of it are three green candles.

SELF-DETERMINATION is the first red candle. Teach African traditions and customs such as traditional clothing and instruments.

COLLECTIVE WORK AND RESPONSIBILITY is the first green candle. Plan and take on a project together. Be sure to see it through to completion.

COOPERATIVE ECONOMICS lights the next red candle. Pool your resources to get a new game everyone can play.

PURPOSE is the next green candle. Establish goals. Share goals. Do long-range planning.

CREATIVITY illumines the last red candle. Compose poems, stories, songs or dances. Create a craft project, or make the candleholder described below to take home for use there.

The final candle, a green one, is for ***FAITH***. Share something that makes you optimistic.

Kinara

You will need 1 1/2 cardboard egg cartons for each child. To get half cartons, cut them in half across the middle so there are two rows of three egg cups on each half. Set the end four egg cups of the cut carton into the full carton, and cut the end of the full carton so they can lock together. The resulting extension on the full carton should give you 14 egg cups instead of 12. Cut the lids so they can mesh and close the lids. Turn the cartons upside down so the lids become the base. The indentations formed by the upside-down egg cups are your seven candleholders. Decorate your Kinara to suit your family.

Games from Africa

On December 2, National Day is observed in the Central African Republic. On December 26-31 Kwanzaa is observed in the United States. Here are some traditional games from Africa.

Cat and Rat

The players stand in 4 rows holding hands to create 3 aisles. The cat chases the rat through the aisles. Whenever the leaders calls out "Stop Rat!" the players drop hands with the persons next to them and turn to join hands with the person in front of and behind them. This changes the direction of the aisles.

Hawk and Hens Tag

As each hen is tagged by the hawk, she stands aside until all the hens are out. When all are out but one, the last hen can choose to be the next hawk or can choose someone else as the hawk.

Egyptian Checkers

Draw a square board with 25 boxes. Each player has 12 matched playing pieces. To start, players take turns putting down two of their playing pieces until the entire board is covered except the square in the center.

The first turn goes to the player who put down the last two pieces. Pieces can be moved only to adjacent empty squares. On each turn a player moves only one piece.

The object of the play is to capture the other player's piece by lining up one of your own on each side of it.

The player with the most pieces captured or blocked at the end of the game is the winner.

Indoor Intramurals

Table Football

Fold a piece of notebook paper into a triangle as long as your finger. Tape it so it won't unfold. This is the football.

A table is the playing field. Set a time limit for each quarter. To score a touchdown, flick the football with your finger from your edge of the table to your opponent's. You have four tries before your turn is over, so long as the ball stays on the table. If any part of the football hangs off your opponent's end of the table, you score, but if the ball falls to the floor, your turn is over without scoring.

After a touchdown, you may try for a field goal to score an extra point. To form the goal post, your opponent will place his hands on the table with the thumbs pointed up and extend his index fingers to touch in the center. With the forefinger of one hand you hold the football up on one point. With your other hand you flick the ball over the goalpost to score.

You may try for a field goal when your opponent has flicked the ball off the end of the table three times without scoring.

Baseball

Cut a piece of corrugated cardboard the size to fit into a clear plastic takeout plate with a hinged lid. Color the cardboard like a baseball diamond, with each of the bases marked. Punch a hole on each of the bases large enough for a bead to sit in but not fall in. Fasten the cardboard to the bottom of the plate and tape the lid down.

To score a homerun, get a bead on each of the four bases. For competition, set a time limit on each player.

(See page 5 for more Indoor Intramurals.)

49 Activity Ideas

The minimum number of Activity Ideas in this issue is 49.

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DECEMBER CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
DECEMBER DAYS	Dec. 5 – UN International Volunteer Day to recognize and encourage the work of volunteers. Recognize yours with a recognition or a special gift.	Dec. 6-13–Chanukah Make a menorah of felt. Put velcro on the flames so a candle can be lit each day. Make banks to collect for something charitable.	Dec. 10 – UN Human Rights Day – For a copy of the Universal Declaration of Human Rights, contact UN Dept. of Public Information, New York NY 10010.	Dec. 15 - Jan. 6 – *Navidades*, traditional Christmas season in Puerto Rico with elaborate nativity scenes, carolers, holiday food and trees – through 3 Kings on Jan. 6.	Dec. 21 – Humbug Day allows everyone preparing for Christmas to vent their frustrations. 12 humbugs allowed!
WREATHS	Have each child make a handprint in red or green tempera paint or draw on construction paper. Cut out the handprints and form a wreath with them.	Cut a wreath shape out of cardboard. Glue on cedar or boxwood trimmings, pine cones and holly. Or make it edible instead with gumdrops glued with frosting.	An attractive wreath can be made entirely of sweetgum balls, or use them with other shades of brown such as dried pine needles and pine cones.	Bend a wire coat hanger into a circle. use twist ties or florist wire to hold greens in place.	Use scraps of fabric and ribbon 6" long x 1/2" wide. Tie them around a coat hanger circle. Leave the hook on the hanger to hang it up with.
THAT TIME OF YEAR	In teams, list all the red or green things you can locate in the room. Who has the longest list?	Do the relay where a player put on a coat, hat, scarf and mittens; run to the goal and back; take them off and put them on the next player.	Put a tree on the bulletin board and let each child make an ornament with their name or photo on it.	Draw around cookie cutters to make silhouettes on dark colors. Cut out and mount on light colors. Make holiday cards, gift tags, wrapping paper or murals.	Make New Year's confetti with scissors or a hole punch.
TREES	Cut an isosceles triangle from cardboard. Cut straws to the lengths needed and glue them to both sides. Use a spool for a trunk.	For a miniature tree, use a potted fern or a branch of a tree set in a pot of gravel. Color rice krispy treats green and mold in a funnel. Decorate with red hots.	Cut out 2 identical tree shapes. Slit one from the bottom to the center and the other from top to center. Decorate them flat; then slide them together.	Draw a circle on light cardboard. Slit it to the center and roll it into a cone. Glue on strips of fringed, curled green paper.	A Mitten Tree is a month-long event beginning Dec. 5 in Baltimore to collect mittens and gloves for needy families. Make your own mitten tree for a local charity.
DO IT!	Make your own calendar with photographs. Collect one appropriate for each month. If you don't have them now, use one for now but plan ahead too.	Use cut fronts of old holiday cards to create new cards, collages and gift tags.	String popcorn and cranberries for garlands and tree trimming. Afterward, put them out for the birds.	For an inexpensive gift children can do, ask parents to donate cuttings from houseplants for children to root and pot.	Give each team a bag with 8 widely different objects in it. The team creates a drama in which all 8 of the objects appear as props.
INDOOR INTRAMURALS	Set up several playing sites around the room so more can actively participate. Let some also be scorekeepers, timekeepers, commentators or cheerleaders.	Set up a miniature golf course using carpet scraps, plastic pipe, cardboard tubes, margarine tubs and other recyclables.	Create a bowling alley with markers or clothespins for pins and golf ball or super ball for the ball.	For a soccer field, use a large, flat box or lid to confine the ball. Cut out flaps on each end and attach a goal box. Two players blow a ping-pong ball.	Play shuffle-board on a table-top diagram. Players take turns. Each gets 3. Flick a checker, penny or button.

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$19 Million for SAC and Resource & Referral

In the last issue of SAN (Oct. '96) we received last minute information concerning congressional approval of current funding available for school-age programs. The following is an update from the National School-Age Care Alliance.

After months of negotiation with Congressional policy makers, school-age providers and advocates have something to celebrate: As a part of the omnibus legislation to fund the federal government through Fiscal Year 1997, Congress approved, and the President signed into law, approximately $19.1 million to fund school-age child care and resource and referral services. Furthermore, this funding allocation is available as of Oct. 1, 1996.

If this funding stream for school-age care and resource and referral programs sounds familiar, it should. It essentially restores federal funding lost as a result of the recent elimination of the Dependent Care Block Grant (DCBG). And although DCBG no longer exists in name, its priorities can now be met as a result of this funding allocation, at least through 1997.

Washington Notes

by Charles Pekow

Fiscal '97 SAC $

Here's what's coming in FY 97 in addition to the $19.1 million for SAC and R&R:

Child Care & Development Block Grant: $937 million available next October (FY 96's $934.642 just went to states).

Corp for National & Community Service: $400.5 million. CNCS wants to fund school-age volunteer programs.

Ounce of Prevention Council: $1.5 million. The council, which awarded most of its funds the first year for coordinating school-age care with other social services, will announce its new priorities later.

Community Schools: This program ends up as one of the few losers. Conferees zeroed it out. Also, the Dept. of Justice will administer the following anti-crime programs. School-age programs can participate if they show the decision-makers that they are directly providing alternatives to at-risk youth from crime, gangs, drugs, etc.

Local Law Enforcement Block Grant: $523 million.

Part D Youth Gangs: $12 million.

Incentive Grants for Local Delinquency Prevention Programs: $20 million.

Law Enforcement Family Support: $1 million.

Postal Reform Hits Non-Profits, Too

On October 6, 1996, non-profit bulk mailers have a whole new set of regulations, requirements and pricing structures that fall in line with the other third-class, bulk mail changes that went into effect July 1, 1996.

It is crucial for schools, child care centers, church programs, state SAC affiliates and others who make large mailings, including by first-class, to contact local mailing houses or their main post offices about these changes if they want to save money on their mailings.

For many groups it will mean working with mail houses that can certify the accuracy of their mailing lists and can prepare it for barcoding.

In effect, the postal rates have gone up to penalize those who don't help prepare their lists for presorting and automation, while rewarding with lower rates those who do help the post office by going the extra mile meeting certification and automation requirements.

The July 1st postal reform was the largest restructuring in 100 years of postal history. It was started in 1988 with a target date of the end of 1995. They missed by only six months. Postal authorities determined that it costs them $40 to sort 1,000 letters by hand; $22 to letter sort by machine, and only $4 to sort by automation (barcoded addresses).

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Staff Motivation...

(Continued from front page)

9) **Capture the Moment** – Have loaded cameras available to staff. Encourage them to take photos of loving or happy moments they witness between other staff and the children. Display the photos on a bulletin board or door where everyone who comes into the program can see.

10) **Free Movie Tickets** – Each month, give free movie tickets to that staff member who has had perfect attendance or performed the most outstanding service. If more than one person qualifies, have them draw straws for the tickets.

All of these ideas were from 250 Management Success Stories, *published by Child Care Information Exchange and available from School-Age NOTES as part of a two-book set. The other book in the set is* Survival Skills for Center Directors. *The set is $19.95 ($17.95 for subscribers) plus $3.50 S&H.*

SAC CONFERENCES

NEW YORK Nov. 2, 1996 **New Listing**
6th Annual SAC Conference, Valhalla, Keynote: Ellen Gannett, **Contact:** Carole Weinberg, 914-528-8119

CONNECTICUT Nov. 2, 1996
CT SAC Alliance Annual Conference, Trumbull, **Contact:** Sherye Stockmal, 860-567-0863

RHODE ISLAND Nov. 2, 1996
RI Coalition for SACC 2nd Annual Conference, Providence, **Contact:** Laura Zeisler, 401-647-5502

NEW MEXICO Nov. 8-9, 1996
2nd Annual SAC Conference, Albuquerque **Contact:** Nancy Kober, 505-842-8787

NORTH CAROLINA Nov. 7-9, 1996
7th Annual SAC Conference, Raleigh, Keynote: Linda Sisson, **Contact:** Margaret Anne Biddle, 919-828-0345, ext. 130

PENNSYLVANIA Nov. 16, 1996 **New Listing**
"Hot Ideas for Cold Days," sponsored by Southeastern PA Sacc Project, Philadelphia **Contact:** 215-643-3841

CALIFORNIA Feb. 8, 1997 **New Listing**
2nd Annual Redwood Region SAC Conference, Arcada, **Contact:** Brian Lovell, 707-826-1915

CALIFORNIA Feb. 22, 1997 **New Listing**
9th Annual Carousel SACC Conf., San Diego **Contact:** Tricia Kendrick, 619-793-0071

GEORGIA Feb. 21-22, 1997, **New Listing**
GSACA 6th Annual Conference, Atlanta **Contact:** Kimberly Nottingham, 404-373-7414

INDIANA March 8, 1997, **New Listing**
INSACC Conference, Bloomington **Contact:** Wendy Perry, 812-330-7702

NSACA April 17-19, 1997
9th Annual National Conference, Orlando, FL. **Contact:** FL SACC Coalition, 407-568-6497

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

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Limited Enrollment at '97 NSACA in Orlando

The National School-Age Care Alliance (NSACA) 1997 Conference in Orlando, Fla., April 17-19, has taken the unprecedented action to limit paid attendance to 2,000.

This decision was based on several factors. One was the amount of contracted space which would comfortably accommodate 2,000 attendees.

The Florida School Age Child Care Coalition, which is hosting the conference for NSACA, made space commitments to the Omni Rosen Hotel two years out before the new hotel was built and before the popularity of Orlando became apparent.

Each year there are workshop sessions that are overcrowded and closed out. The Florida planners were concerned that with a potential of 2,500 - 3,000 participants, overcrowding of sessions would be inevitable.

In addition, setting enrollment limits helps conference planners ensure enough final programs and conference packets, etc. It also helps reduce the problems with hotel sleeping rooms being sold out.

Jim Atkinson, conference chair, said, "We have taken steps to ensure people will be able to get into workshops. We want conference-goers to relax their minds and bodies and prepare themselves for an inspirational opportunity."

Early Bird Orlando Registration

The Florida School Age Child Care Coalition which is hosting the '97 NSACA Orlando Conference has offered a 10% discount for registration before December 15.

- A "Top Hat" registration includes a Friday or Satuday trip to the Orlando Science Center and a choice for Friday evening dinner and entertainment of either a Medieval Times Dinner Theater or Water Mania.
- The regular "Full" registration does not include the Orlando Science Center or Friday Dinner package.

The preliminary program registration packet will be sent bulk mail at the end of December and will include full descriptions of these extra events. Registrants can sign up now for the regular (Full) registration and later sign up and pay for the special events.

Site visits to SAC programs on Thursday will be free this year, but there will be a limitation on space.

If you have not received an Early Bird Registration card, use the form below to register early.

Book hotel and air reservations early. It's Disney World's 25th Anniversary and some flights are already sold out.

Fla. Popular with Presenters

The Orlando Conference has also been popular with potential presenters as many more proposals were received than space allowed for acceptance. Notification of status of proposals will be sent out November 15. Presenters who register early and whose proposals are accepted will receive refunds since each accepted workshop proposal is entitled to one complimentary regular (Full) conference registration.

APRIL 17-19, 1997, Orlando, FLORIDA EARLY BIRD REGISTRATION ★★★ DEADLINE DECEMBER 15, 1996

PLEASE PRINT CLEARLY

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

DAY PHONE (___) _____ FAX (___) _____

For Reporting Purposes, Please Complete the Following

____ # of SAC Sites

____ Total children served

____ # of staff attending conference

____ # of AT&T children served

SPECIAL SERVICES—Check those that apply ☐ I need special accommodations to participate fully. Please attach a written description of your needs.

☐ I have special dietary needs. Please specify _____

TOP HAT REGISTRATION: SAVE BY REGISTERING EARLY. Discount: Member $162.50, Non-Member 189.50. After 12/15/96 Members $175, Non Member $205. ★ Thursday through Saturday Workshops ★ Thursday Site Visits ★ Thursday Vendor Reception ★ Friday Silent Auction ★ Orlando Science Center. CHECK ONE: ☐ Friday ☐ Saturday ★ Choice of ONE Friday evening Dinner and Entertainment event. CHECK ONE: ☐ Medieval Times Dinner Theater ☐ Water Mania ★ Breakfast Friday & Saturday morning. ★ Breakouts during morning and afternoon sessions.

FULL REGISTRATION: SAVE BY REGISTERING EARLY. Discount: Member $112.50, Non-Member $139.50. After 12/15/96 Member $125, Non-Member $155 ★ Thursday through Saturday Workshops ★ Thursday Site Visits ★ Thursday Vendor Reception ★ Friday Silent Auction ★ Breakfast Friday & Saturday morning ★ Breakouts during morning and afternoon sessions.

Are you an NSACA member? ☐ YES ☐ NO Is this your first NSACA conference? ☐ YES ☐ NO

Please register me for: CHECK ONE: ☐ TOP HAT REGISTRATION Member $162.50 ☐ TOP HAT Registration Non-Member $189.50

☐ FULL REGISTRATION Member $112.50 ☐ FULL REGISTRATION Non Member $139.50

All registrations MUST include full payment or purchase order. We DO NOT accept credit cards. Make checks payable to FSACCC, PO BOX 348, CHRISTMAS, FL 32709-0348 FOR MORE INFORMATION Call 407-568-6497

A full pre-conference brochure will be mailed in December with descriptions of TOP HAT events, Site Visits and accommodation information.

Hotel Reservations are your responsibility. Call 1-800-THE-OMNI. Mention NSACA.

School-Age NOTES
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November 1996

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RESOURCES

Video Pen Pals

Here's a chance for your after school program to learn about another country and its school-age children through a new spin on having pen pals.

The After School Care program at the Mooloolaba State School in Mooloolaba, Australia would like to start a video pen pal exchange with a program (or programs) in the United States. Based on the information we received at School-Age NOTES, the Australian program would videotape the children engaging in activities in their program, plus they would write letters to send to a U.S. school-age program. Then the U.S. program can likewise send a videotape and letters to the Australian program.

In answering our inquiries to the nature of this exchange, Yvonne Peterson, the After School Care coordinator at the Mooloolaba State School, said her idea was to "correspond with overseas After School Care on a friendly purpose, [and to] let your After School Care Groups see what happens in our individual program...and to introduce our kids to friends overseas." Peterson also stated that in mentioning this idea to other programs in Australia, she has generated some enthusiasm for the project, so more than one Australian program may be interested.

If your program is interested in having a video pen pal exchange with programs in Australia, write to Yvonne Peterson, After School Care, Mooloolaba State School, P.O. Box 225, Mooloolaba QLD, 4557, Australia.

NAESP Catalog

The National Association for Elementary School Principals has a resource catalog of books and videos which offer a range of topics addressing educational issues.

Included are books by leading education authors like Howard Gardner, William Glasser and others. Titles include *Leading with Soul* (Lee G. Bolman and Terrence E. Deal), *Emotional Intelligence* (Daniel Goleman) and *Punished by Rewards* (Alfie Kohn). Other resources address ADD/ADHD, multiage practices, parental and community involvement.

To get a copy of the catalog call NAESP Educational Products at 800-386-2377.

Grief Resources

The Centering Corporation offers a variety of resources for helping children and teens deal with grief. They have a collection of over 300 books and videos, although a flyer with resources specifically dealing with school-age children is available. If you have children in your program facing these issues, or want to prepare for the eventuality, call the Centering Corporation at 402-553-1200 for more information.

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Anxious Moments, Friendships and Developmental Needs

by Rich Scofield

Rich Scofield, SAN's Editor/Publisher, has returned to being a caregiver two afternoons a week in a SAC program. The following are some of his observations.

After school programs are not a "cure-all" for declining school achievement scores. Unfortunately, in some quarters it is believed that more adult-directed, enrichment activities will raise test scores and thus that type of programming should be all that is offered in SAC programs. What has happened in some parts of the country is that programs that try to meet the wide-range of developmental needs of school-agers in after school settings, including social, emotional and physical needs are being replaced by programs that focus on cognitive activities. SAN will report on this in future issues. The issue of increased adult-directed, cognitive programming over broader, developmental programming has been debated and discussed on these pages before including:

- "Extended Day and Enrichment Programs—Educational Solution or Dangerous Trend?" December 1991;
- March 1992 - Letters from readers responding positively and negatively to December '91 article;
- "More on Extended Day and Enrichment Programs," March 1992;
- "'Academic' May Not be a Four-Letter Word in SAC: The Case for Academic Skills in SAC," March 1994;
- "Differential Programming: One Way May Not Work for All," March 1994.

Two recent observations in the after school program point to the subtle, yet important influence programs can have if they are sensitive and knowledgeable about the developmental needs of school-agers and allow for that in programming.

There are social and emotional needs that are being met by these opportunities [for friendships].

The first is the observation of how SAC programs can facilitate friendships and the importance of those opportunities. The ability to make friends, to deal with the conflicts that inevitably arise and to maintain those friendships are obviously important life-skills. What I've seen in the after school program is friendships that are consistent and long-lasting — they were inseparable friends at the beginning of second grade last year and that friendship is maintained this year. Two sets are boys and one set is girls. I know these third graders best because they were my "group" last year. There may be other friendships that don't get seen because one of them doesn't come to after school.

What the after school program provides is the opportunity for those friends to choose together what they want to do and to be together as long as they want. What I often see is non-specific play and interactions rather than joining in an art project together or playing soccer together. It is more the opportunity to interact together that is important. Dramatic play they invent and the "drama" of friendships and school life often

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SAC Pilot Project Featured in *Education Week*

The October 23 issue of *Education Week*, a major newspaper for teachers and administrators nationwide, featured a front-page story about the National School-Age Care Alliance's (NSACA) pilot project for implementing national accreditation standards for school-age programs, conducted in collaboration with the Wellesley School-Age Child Care Project.

The article pointed out that 75 sites in 13 states are piloting over 100 standards. These standards will be used to establish a new accreditation system that "will soon give parents some guidance on what elements make a good after school program."

The standards are based on a programs called "Assessing School-Age Child Care Quality or ASQ. ASQ was developed by the School-Age Child Care Project at the Wellesley College Center for Research on Women.

To take part in the ASQ program, directors and staff members must evaluate themselves, recognize their strengths, and identify areas that need work.

The article outlined key issues that affect quality, including problems with

(Continued on page 6)

10 Things Directors Can Do To Improve Parent Relations

Establishing positive relationships with the parents of the children in your program can be difficult, primarily because opportunities for interacting with them is so limited. Parents are almost always in a hurry to drop off or pick up their children, and if the children are only in an after school program, you may not see parents at all until 6 p.m. when they're trying to beat the late fee deadline. How can you develop communications, offer and get feedback from parents, or make sure you are satisfying their and their children's needs? No one wants to wait to interact with a parent when that parent is upset over a problem you were unaware of.

In the book, *250 Management Success Stories from Child Care Directors*, from the Child Care Information Exchange magazine, are real life examples of how directors in a variety of child care settings improved parent relations, enhanced communications, and encouraged active parental participation in the program. We've come up with a list of our 10 favorite tips:

1) **Communication Notebook** – Provide a three ring binder with dividers labeled with each child's name and leave in an accessible area of the program, perhaps near the sign-out sheet. Parents can leave notes in their child's section about concerns or questions they may have, special events in the child's or family's life, problems their child may be experiencing, and doctor appointments, vacation times, etc. Staff look at the notes everyday, and write a response for the parent. Staff can also use the notebook to leave notes to parents about how their child spent his/her time at the program, and leave a positive note of encouragement.

2) **Dinner Theater** – Recruit high school drama students to rehearse a play with the children. This works best if the high schoolers have spent a few days getting to know the children in the program and everyone consulting on what play they would like to do. The goal is to find a way to involve all of the children, even if they don't have leading roles in the play. Parents are invited for an evening of drama and dinner, with the children presenting the play, then everyone enjoying dinner together. Additional ideas for the evening could be to offer an after dinner parenting seminar or discussing the program's plans for the coming year.

3) **Slide Show** – Take a series of slides, or video segments throughout the year of program activities. Make sure all of the children are in at least one shot engaging in fun activities. In the spring of the year, as the school year winds down, have a parents night that includes this slide/video presentation. Parents will love seeing the kinds of activities their children have been involved in throughout the year.

4) **Parent Time** – Make yourself available to the parents from 4 to 6 p.m. every day so they can ask questions, address problems or concerns, or just feel free to "unload." Offer some positive comments to them about their child to ease their concerns about their child's participation in your program.

5) **"Tea Time"** – Have a series of "tea times" with small groups of parents to address various parenting and child development issues. Deliberately limit the number of people who attend, but give plenty of notice (on your monthly calendar or in program newsletter) about when these events occur so parents can sign up for them. Leave time for plenty of discussion so parents will feel comfortable in addressing their personal concerns. And of course, serve tea/coffee and dessert!

6) **Bulletin Board News** – Use a section of your program bulletin board for more than just announcements. Include a "Look Who's in the News" section, in which newspaper clippings of parent accomplishments, such as job promotions or community activities, or children's achievements, are posted.

7) **Service Directory** – Have each parent give you their business card. Fit the cards together on sheets of paper and photocopy enough to give to all the other parents. This will give parents an opportunity to network with each other, and to call on those parents whose services they may require.

8) **Parent Points** – Encourage parents to help in various aspects of the program by devising a point system. Parents can "earn" points by attending parent meetings, helping at work bees, or any other program projects. After they've accumulated a required number of points (but don't make it too hard!) they can take advantage of a "Parent's Night Out" a few times a year, in which your program stays open until 10 p.m. and provides supper for the children, while the parents have an evening to themselves.

9) **Kids' Night Out** – in a spin-off of the above, have "Kids' Night Out" on occasional (monthly?) Saturdays from 6:30 to 10:30 p.m. Tout it as a chance for the children in the program to have an evening of fun activities away from home, but the parents will know that it's really for them.

10) **Work/Family Library** – Have a resource library for parents that includes, books, videos, and audiocassettes covering a range of topics. The variety can include parenting, health and fitness, elder care, work trends, career management, stress management, and even provide children's books. All of these should be available for parents to check out and use at home for a specific time period.

All of these ideas were taken from 250 Management Success Stories, *published by Child Care Information Exchange and available from School-Age NOTES as part of a two-book set. The other book in the set is* Survival Skills for Center Directors. *The set is $19.95 ($17.95 for subscribers) plus $3.50 S&H.*

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Handling Bullies

Negotiating childhood is difficult enough for school-agers without having to "suffer the slings and arrows" of rude comments, teasing or bullying from other kids. However, being on the receiving end of taunts and teasing is an inevitable part of life for most children.

There are always those children...who, because of their own lack of self-confidence, get a misguided sense of enjoyment out of picking on other children.

There are always those children in schools, after school programs and on the playground who, because of their own lack of self-confidence, get a misguided sense of enjoyment out of picking on other children for a variety of reasons: color of hair, freckles, big ears, too small, too fat, too skinny. And unfortunately, some children are taught to use color of skin or country of origin as reasons to pick on other children.

So how do we, as caregivers, guide school-agers in a way that they can protect themselves or rebuff such bullying, or direct their energies so they do not *become* the bully? The instinctual response to bullying is "fight or flight." Either the object of the teasing "takes the bait" and responds in a way that leads to an altercation, or he runs from the bully in humiliation and fear. Sometimes the child who is bullied will find someone else to bully out of frustration and a sense of powerlessness.

Bullies may not exist in your school-age program, but they will be somewhere in a child's life. Ultimately, children need to learn how to cope with a bullying or teasing situation. School-age programs can offer the opportunity for them to learn.

A recently published book, *How to Handle Bullies, Teasers and Other Meanies*, by Kate Cohen-Posey looks at these situations and suggests several alternatives for handling a verbal attack which protects *both* of the children involved. Three of those suggestions, listed below, show children how to defuse or deflate the impact of a bully's taunt in a calmly given response.

Insults and Compliments

Cohen-Posey's first suggestion is that an insult can be turned into a compliment. When an insult is hurled at someone, that person can choose to ignore the intent of the remark and instead treat it as a compliment. The simplest response is to say "Why thank you!" A more elaborate response can be to express appreciation for the insult. An example from the book:

Bully: *Oh! You have kooties.*
Person: *What a sweet thing to say. I didn't know you liked me so much.*

Reacting in this manner takes some of the steam out of the bully's intentions. She's left momentarily confused and unable to come up with an appropriate retort that will put her back in power. This simple remark might cause the bully to back off, because she realizes the intended victim is not going to react the way she wants.

Asking Questions

Another bully-deflating technique is to ask the bully a question to clarify the insult. It requires thinking on the bully's part, which he will be unprepared for.

Bully: *You sure are ugly.*
Person: *I guess that's your opinion, but why do you want to tell me that?*
Bully: *'Cause, I don't like you.*
Person: *Well why do you want to talk to me if you don't like me? Why don't you just ignore me?*
Bully: *Oh, just forget it!*

Bullies are counting on the insult upsetting the victim, giving the bully even more perceived power. By asking questions, the target of the bully's aggression demonstrates that she will not allow the bully to get the best of her.

Learning how to overcome the taunts of bullies is not easy and takes practice.

Agreeing

Bullies derive much of their pleasure by causing their victim to start an argument in defense of themselves. Then the verbal sparring may quickly escalate into a physical fight, and for the bully, who is probably larger and stronger than the victim, victory is almost guaranteed. Appearing to *agree* with a bully's insult quickly defuses the situation and leaves him powerless to strike again. It's hard to fight with someone who agrees with you:

Person: *I've heard this song before.*
Bully: *No, you haven't. You're lying.*
Person: *Well, I thought I'd heard it before, but maybe I haven't.*

The key to this defense is to not actually agree with the insult, but to agree to the *possibility* that the bully might be right. Both children can then maintain a bit of dignity in this win-win situation.

Learning how to overcome the taunts of bullies is not easy and takes practice. Cohen-Posey's book has activities and a chapter called "Turning Ideas into Action" that a school-age program can use to create group activities where

(Continued on page 6)

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Incredible Reading Rally

February 22 through March 9 is the Incredible Reading Rally in 40 U.S. cities to raise money for Literacy Volunteers of America. Volunteer tutors donate 2 hours a week to teach adults to read, but during the Incredible Reading Rally, participants will also sign up sponsors and read for dollars to be used to fund training materials for extending the program.

For more information, write to: LVA, P.O. Box 761, Syracuse NY, 13214-0761.

Helping Children Learn

A new stamp will be issued next month on the theme "Helping Children Learn." The design is of a man and a young girl sitting in an armchair with an open book across their laps. The artist was Chris Van Allsburg who has won two Caldecott Medals for children's books. The children will know this artist for *The Polar Express* and *Jumanji*.

The book on the stamp is large like a picture book and the man and the little girl are looking at it intently, but the pages look blank. Let each child make a drawing of what might be on the pages of the open book.

African-American Firsts

In honor of the January 15th birthday of Dr. Martin Luther King, Jr., celebrate several other "firsts" for African-Americans in January.

On January 3, 1624, William Tucker, the first Black child born in America, was baptized in Jamestown, Virginia. Have children celebrate this "Baby New Year" by finding out about their own births and what, if any, family stories exist about that day.

On January 4, 1920, the first black baseball league, called the National Negro Baseball League was organized. Bring your baseball cards and remember famous African-American players through the years.

On January 21, 1827, the maiden issue of *The Freedom Journal*, the first newspaper published by and for African-Americans, appeared. Are there newspapers in your town published by and for the African-American community? Invite the publisher, editor or a reporter to your program.

On January 25, 1851, the first Black Women's Rights Convention was held in Akron, Ohio. Sojourner Truth was the speaker. Find a book about Sojourner Truth. Have the children make posters about her life.

On January 30, 1858, William Wells Brown published *Leap to Freedom*, the first Black drama published in the U.S. The drama was about the concerns of that time. Martin Luther King, Jr. was involved in the concerns of his time. What are concerns of our day? Prepare a dramatic presentation about one of them. A drama should tell about a person or persons involved in the situation and the attempt to resolve it.

(*Reference*: Calendar of Black Children, *National Black Child Development Institute*)

Penpals

Several addresses to write to request a penpal are printed in *Rainy Days & Saturdays* (p. 143). One address is printed in *Kids Guide to Service Projects* (p. 63). That address is: Kids Meeting Kids, 380 Riverside Drive, New York, NY 10025. Remember to send a stamped, self-addressed envelope with your request.

Check out the request from Australia for video penpals on page 8 of last month's newsletter under **Resources**.

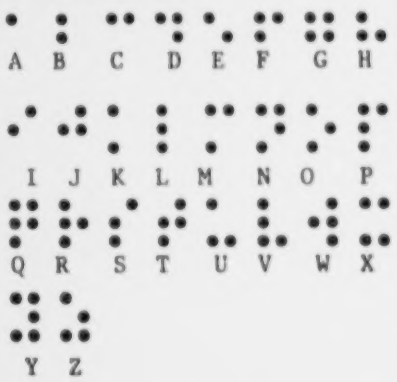
Free Stuff for Kids

Here is a great book for getting kids to want to write letters. The book is *Free Stuff for Kids: Hundreds of free and up-to-a-dollar things kids can send for by mail*. The book is $5 plus $2 for shipping. To order, send a check with the order to Meadowbrook, Inc., 18318 Minnetonka Blvd., Deephaven MN 55391; or call 800-338-2232 and pay by VISA. Be sure to request the 1997 edition.

Braille Alphabet

Louis Braille was born in France on January 4, 1809. He was born with normal eyesight but before the age of three he was blinded accidentally by a leatherworking awl in his father's saddle shop. As a young man, Braille developed a system of writing by punching holes in paper to make a pattern of raised dots that could be read by touch.

Using Braille's invention, people who are blind can read and write by touch. Below are the patterns for the letters in the Braille alphabet. Try your hand at writing something in it.



Fox and Geese

Fox and Geese is a variation on tag, traditionally played in the snow. However, the large wheel with spokes could be drawn with chalk instead of being stamped out in the snow. Players must stay within the paths created. The center of the wheel, where the spokes come together is a FREE zone, but a player can take advantage of it only until another player comes along.

45 Activity Ideas

The minimum number of Activity Ideas in this issue is 45.

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JANUARY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
JANUARY	January 4, 1809 – birthday of Louis Braille. Use the Braille alphabet (p. 4) to write your name. Write a favorite quote in Braille.	January 1, 1735 – birthday of Paul Revere. With a hammer and a nail, make a lantern of a tin can. A string of tree lights can illumine a row of these.	January 1, 1752 – birthday of Betsy Ross. Reproduce the Colonial flag with paint, with cut out construction paper and 13 stars, or in fabric or felt.	January is *National Soup Month*. Put together a cookbook of the children's favorite soup recipes. Let them provide illustrations also.	January 14, 1886 – birthday of Hugh Lofting, author of Dr. Dolittle stories. Share from *The Voyages of Dr. Dolittle* or sing, "I Talk to the Animals."
IT'S JANUARY	January 19, 1807 – birthday of Robert E. Lee, a legal holiday in several Southren states. What traits made Lee respected by both North and South?	January 20 – *Elementary School Teacher Day* – a Monday, so plan ahead. Make blue ribbon recognition badges or a small gift or treat for teachers.	January 20 is Inauguration Day. Get a copy of the vows made by the President at his Inauguration and read them aloud together.	January 24, 1848 – A gold nugget discovered in northern California led to the Gold Rush of 1849. Make pictures with gold glitter and glue.	January 27, 1880 – Thomas Edison received a patent for his incandescent electric light bulb. In 2 teams, take turns naming things invented in the last 200 years.
WINTER OUTDOORS	We are used to looking at the leaves to tell us what kind of tree it is. With no leaves, look for differences in shape, bark and leaf buds.	Explore for sites of your favorite summer flowers. Which are merely sleeping? If they are under snow, be sure to put it back. It is a good insulator.	Look for animal and bird tracks in snow, or count how many old bird nests you can see in leafless trees.	Collect postage stamps with wild animals and birds on them. (Last October a U.S. sheet was issued with 15 stamps picturing endangered species.)	Collect samples of evergreen foliage. See if you can find out why these trees stay green.
LET IT SNOW	Make a snow scene of Main Street or your street. Use folded paper boxes and cotton, or graham crackers and white frosting.	For Jack Frost pictures dissolve 1 c. Epsom salts in 1 c. boiling water. Cool. Use for paint on dark paper. As it dries, crystals form.	Make snowmen with white cupcakes, marshmallow, white frosting and coconut.	To paint snow on windows, whip 1 c. liquid soap or 1 c. soap flakes and a little water, or, mix powdered white tempera with liquid dish detergent.	Fold paper and cut snow flakes, all sizes. Suspend them from the ceiling on threads, or make mobiles.
OR NOT SNOW	Make an indoor snowman out of an old sheet stuffed with balls of newspaper. Tie it with string.	If you have snow, use it. If not, nerf balls or wadded newspaper balls will work. Throw them at a target.	Play Fox & Geese (see p. 4)	For snowless angels, draw around each other with chalk. As you bring your arms down to make the wings, hold the chalk in your own hand.	Make a giant, 3-dimensional snowflake with marshmallows and toothpicks.
NATIONAL LETTER WRITING WEEK	January 1-7 – National Letter Writing Week. Write those holiday thank you's or send a letter to friends you have not heard from in a while.	Write letters for freebies. (See p. 4) Learning to write the letter to order or request something is the exercise.	With paper and paste, make your own envelopes. If you need postcards, cut your own, but make them standard size and weight.	A long time ago, children used to write with dip pens and school desks had ink wells. Practice writing with a dip pen without making a blot.	Let children who enjoy writing and would stick with it write and request a penpal. See suggestions on p. 4

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M.A.G.I.C. in Orlando

by Jim Atkinson, Conference Chair

Come experience the M.A.G.I.C.! The National School-Age Care Alliance (NSACA) and the Florida School-Age Child Care Coalition are Making A Genuine Impact on Children and we invite you to join in on all the FUN. The 9th Annual NSACA Conference will take center stage April 17-19 in magical Orlando, Fla., featuring an enormous array of acts that will entertain, enlighten and amaze you, including the following attractions:

- Quality keynote addresses by Milton Kreig and Dr. Becky Bailey, plus lots of fun and surprises with the gang from *The Learning Station.*
- Professional Development & Public Policy sessions
- 126 educational and insightful workshops presented by some of the top school-age professionals in the country
- 56 drop-in "Imagination Stations" with program ideas and innovations on every school-age topic imaginable
- Outdoor courts and pool games sessions
- 60 national and local exhibitors displaying and demonstrating school-age resources and supplies
- Tours to exceptional Central Florida school-age programs
- Tours to the spectacular and amazing Orlando Science Center
- Evening entertainment excursions to Medieval Times & Watermania
- Exciting contests, tournaments, prizes and awards for everybody!

Space is limited to the first 2,200 registrants. We predict an early sell-out and NO walk-up registration. Watch your mailbox for the Early Bird Registration card, or see the November *SAN*, and act NOW. This is one M.A.G.I.C. show that you don't want to miss!

For additional information, check your state and/or NSACA newsletter or call 407-568-6497.

Accreditation . . .

(Continued from front page)

staff turnover, staff qualifications and training, shared space, and defining just what constitutes quality programming.

The article reported that the pilot project will end in the fall of 1997, and school-age programs will be able to begin applying for accreditation in the fall of 1998. It is estimated that the fee for a moderately sized program of 30 to 40 children is expected to be about $300.

The accreditation standards being used in the pilot project have been published by NSACA and are available for school-age programs who want to see how their programs might meet the accreditation requirements.

[The *NSACA Pilot Standards for Quality School-Age Child Care* are available from School-Age NOTES for $9.95 ($8.95 for subscribers) plus $2.50 shipping and handling.]

Interview Ideas

Hiring staff for a SAC program that are flexible, adaptable and creative and who are going to work well with children is sometimes a matter of figuring out ahead of time whether they have those traits.

The November issue of *Inc. Magazine* reported that an ice cream store that features employees entertaining customers gives job applicants a plain white paper bag (instead of an application form) along with the instructions to do anything they want with it and bring it back in a week. Whether they take the lead and are creative with the idea helps decide whether they would fit in as an employee.

At a recent workshop in Nashville one participant said she has two school-agers on the interview team. She watches to see how interviewees interact with the children when questioned. Do they answer directly to the children or do they turn to the adults to answer?

Bullies...

(Continued from page 3)

children can practice with each other (as long as role-playing doesn't get too out of hand with mock insults!). The book's goal is to help the "person" come out of the bully costume, so children can relate to each other better.

The author also points out that there are some situations that these techniques will not work with, especially when physical danger is possible. Caregivers can help children determine how to gauge a potentially dangerous situation and how to quickly get help.

How to Handle Bullies, Teasers and Other Meanies is written for children, but can easily be used by adults to create "anti-bully" activities. The book is available for $8.95. It can be purchased from bookstores, or by calling 800-356-9315 to order.

There is also a book for children to read which has different scenarios based on which decision they make. It is titled *Bully on the Bus*, published by Parenting Press, (800) 992-6657. [It is also carried by School-Age NOTES in the 3-book *Decision is Yours* set.]

SAC CONFERENCES

CALIFORNIA Feb. 8, 1997
2nd Annual Redwood Region SAC Conference, Arcada, **Contact:** Brian Lovell, 707-826-1915

CALIFORNIA Feb. 22, 1997
9th Annual Carousel SACC Conference
San Diego, **Contact:** Tricia Kendrick, 619-793-0071

GEORGIA Feb. 21-22, 1997
GSACA 6th Annual Conference, Atlanta
Contact: Kimberly Nottingham, 404-373-7414

INDIANA March 7, 1997
INSACC Conference, Bloomington
Contact: Wendy Perry or Traci Mehay, 812-330-7702

CALIFORNIA April 3-4, 1997 **New Listing**
15th Annual CSAC Conference, Sacramento
Contact: 415-957-9775

NSACA April 17-19, 1997
9th Annual National Conference, Orlando, FL.
Contact: FL SACC Coalition, 407-568-6497

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

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Anxious . . .

(Continued from front page)

serve as the vehicles for that interaction. If they were in a program with more adult-led, adult-directed programming, they would not have the same freedom of time to talk and play as long as they wanted to. There are social and emotional needs that are being met by these opportunities. [*See related article on this page..*]

The second observation that points to the subtle, yet important influence programs can have if they are sensitive and knowledgeable about the developmental needs of school-agers and allow for that in programming has to do with "fear of abandonment." In preschool programs we are more likely to see the "anxious moments" in the late afternoon when children worry whether their parents are going to pick them up. But, the same phenomenon of "anxious moments" can occur with school-agers. Often, it is brought to our attention because they keep asking what time it is. But some children display more subtle behaviors. It may be that a child is wandering through the program not engaging in any activity. It may be that they are hanging around an adult being "clingy." The untrained adult may chastise the child for these behaviors which adds to the child's emotional burden.

I saw one of the kindergartners appearing to be sad and couldn't get much of a response. The associate director, who has been there 10 years, pointed out that we had just had the clocks turned back from daylight savings time so it now got dark earlier and the child was worried about getting picked up. The younger children thought the darker skies meant their parents were really late. [So much for my child development specialist degree!] The child was reassured her mother was coming and staff were able to comfort and redirect her appropriately. Having staff ratios that allow for one-to-one interactions and a programming philosophy that considers individual needs helped meet those emotional needs of that child brought on by "anxious moments."

Importance of Friendships

In *Criticial Issues for Children*, by the editors of the *Brown University Child and Adolescent Behavior Letter*, the importance of school-age friendships is examined.

"Contrary to popular belief, the best indicator of how well [children] will adapt as adults is not school grades, but peer friendships."

— Willard Hartup, Ph.D

The article "Friendships Provide Important and Lasting Lessons" begins with Willard W. Hartup's idea that "Contrary to popular belief, the best indicator of how well your child will adapt as an adult is not school grades, but peer friendships."

Hartup says that friendships in this stage of development provide four basic functions that help children in their journey toward adolescence and adulthood. These functions are:

- **Emotional resources** – for having fun, and for dealing with stressful situations or events;
- **Cognitive resources** – for problem solving, and for acquiring knowledge;
- **Social contexts** – for acquiring and enhancing basic social skills, such as communication, cooperation and group entry; and
- **Relationship models** – as a context in which to understand subsequent relationships.

As emotional resources, friendships provide children with the security to meet new people, explore new things and tackle new problems, says Hartup. Friends set the emotional stage for exploring the surroundings, and support the processes involved in just having fun.

In addition, several studies have indicated that friendships actually help to buffer children and adolescents from the adverse effects of negative or stressful events, such as family conflict, illness or school problems.

Children also provide cognitive resources for their friends. Friends teach one another in a variety of situations. Mimicking – in speech mannerisms or in clothing choice, for example – is common among childhood friends. Studies of peer collaboration indicate that friends who collaborate to complete a task show greater mastery over that task than non-friends who collaborate. Friends talk more, take more time to work out differences in their understanding of game rules, and compromise more readily than non-friends do. These conditions make friendships a unique context for learning, Hartup says.

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RESOURCES

Advice for Young Entrepreneurs

The KidsWay Foundation Center for Youth Entrepreneurship has just released the first edition of *Young Entrepreneur*, a four-page newsletter for kids who want to earn extra money and learn business skills. The newsletter is free to any young person, parent, educator or youth leader. There is also a free Teacher/Sponsor Edition of *Young Entrepreneur* available to educators and any other adults involved in programs that serve school-age children. The teacher edition provides suggestions for program activities to stimulate creative thinking about entrepreneurship.

The newsletter is edited by Bonnie Drew, co-author of the book *Fast Cash for Kids* (see SAN, June 1995). Its purpose is to give recognition to young people who use their imagination to create money-making opportunities, to encourage youth to consider careers in business, and to teach real-life business skills.

The KidsWay Foundation, formed in 1994, has a variety of services to help school-age kids learn how to be young entrepreneurs, including a President's Sales Club, a Young Entrepreneurs Club, and free business consulting for kids.

For more information about KidsWay, or to request the *Young Entrepreneur* newsletter, call 1-888-KidsWay (888-543-7929).

Project Adventure

Project Adventure, Inc. is an organization dedicated to helping others use Adventure Education as a catalyst for personal/professional growth and change. Non-competitive games, group problem solving initiatives and ropes course events are some of the activities sponsored by this group to help individuals improve self-esteem, to develop strategies that enhance decision-making and to learn to respect differences within a group. Besides a variety of workshops and ropes courses for training adults in these areas, Project Adventure, in association with groups like Educators for Social Responsibility, have developed books and other resources to aid in fostering these qualities in school-age children.

For more information on Project Adventure, or to request a free catalog of their resources, call 508-468-7981.

Native American Resources

Cherokee Publications, in Cherokee, N.C., has a catalog featuring a variety of Native American books, tapes, crafts kits, and other materials, many of which are appropriate for school-age programs.

Projects, games and activity books for school-age children, as well as Native American ecological stories and activity books are featured in the catalog. Craft kits such as making beaded necklaces and bracelets, dream catchers, sandpaintings and finger weaving are also included.

To request a catalog call Cherokee Publications at 704-488-8856.

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Interfaith Efforts in Philadelphia Lead To "SAM" Program

Editor's Note: A trend School-Age NOTES has reported on is the increased involvement of religious congregations as places for adult supervision of school-age children and youth after school. This article highlights one such effort.

The Northwest Interfaith Movement of Philadelphia has developed a School-Age Ministry (SAM) program, with the intention of creating more licensed after school programs in neighborhood congregations throughout the city.

There are currently a total of 145 licensed programs in Philadelphia. The four year initiative will develop an additional 45 licensed after school programs. It is the first effort of its kind to focus its outreach specifically in religious congregations and increase the number of children served in the city of Philadelphia by nearly 25%.

"With fewer and fewer resources for child care of all ages coming from the public sector," said Reverend Richard Fernandez, Executive Director of the Northwest Interfaith Movement, "we must look for new and creative ways to tap into existing community resources, stretching our dollars so that we can reach out to as many children and their families as possible. The School-Age Ministry Program takes us one very important step forward.

"More than 80,000 children in the city of Philadelphia return to empty homes each day after school," continued Fernandez, "And, at present, after school programs are able to serve less than 4,000 of those children."

The Northwest Interfaith Movement is a nonprofit, nonsectarian alliance of 32 Protestant, Catholic and Jewish congregations serving northwest Philadelphia and the wider community with programs of service and advocacy.

The group was recently awarded a $965,000 grant from the Pew Charitable Trusts so technical and financial assistance can be offered to the congregations as they begin the process of starting a program that will eventually lead to licensing. Startup costs can include facilities improvement, equipment, and promotional materials.

The Pew Charitable Trusts is a national and international philanthropy with a special commitment to Philadelphia. It supports nonprofit activities in the areas of culture, education, the environment, health and human services, public policy, and religion.

Rebecca Rimel, president and chief executive officer of the Pew Charitable Trusts said that the Pew Trusts see the church-based focus as critically important to the program's success.

"Neighborhood congregations have long been a source for many community outreach efforts," Rimel said. "Located in virtually every neighborhood in the city, churches have become important centers of learning and care for neighborhood children."

Brenda Rochester, the program director for SAM, said the emphasis will be on providing the technical assistance and ongoing support the congregations will need to get their programs up and running. Technical assistance will include walking congregations through the licensing process, developing a curricula and program, acquiring age-appropriate educational materials,

(Continued on page 3)

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SAC Professional Development Summit Planned

A School-Age Care Professional Development Summit is being planned for the National Association for the Education of Young Children's (NAEYC) Institute for Early Childhood Professional Development Conference to be held in Seattle, June 25-28, 1997.

The primary focus will be to look at the whole picture of community-based and higher education regarding school-age care.

The format will be in the form ofan all day working and informational symposium. The symposium will be co-sponsored by the National School-Age Care Alliance (NSACA), the M.O.S.T. Initiative, and the Wellesley School-Age Child Care Project.

This event continues the SAC field's exploration of professional development issues. Such issues will also be discussed at NSACA's annual conference in Orlando, including a half day forum on the subject scheduled for April 17.

For more information on the NAEYC Institute Conference in Seattle, call 800-424-2460 or 202-232-8777.

10 Years Ago in SAN...

The Caregiver As Entertainer: Is It A Necessary Role?

The issue of adult-directed activities (being the entertainer) versus child-directed activities (being the facilitator) is still an issue for many staff. This article originally appeared in the Jan./Feb. 1987 issue of School-Age NOTES.

Do you feel you must provide an ongoing series of experiences for school-agers that will keep them busy, active, happy, involved and not bored? Do you see yourself as putting on an ever-flowing stream of entertainment for the kids?

"If [school-agers] don't learn to amuse themselves, to live their own lives, in these years from six to twelve – then when do they?"

— *June Johnson*

In *838 Ways to Amuse A Child*, June Johnson writes in the introduction to this activity-paced book, "...Have I the obligation to amuse...children? Have I, really, even the right? If they don't learn to amuse themselves, to live their own lives, in these years from six to twelve – then when do they?"

"Adults fret constantly about children's recreation – how to entertain children," writes Sue Lawyer-Tarr in her book *How to Work with School-Age Children and Love Them*. She goes on to say: "Entertaining children is against my principles."

Both Johnson and Lawyer-Tarr advocate that adults provide the seeds (space, materials, equipment, support, and *solicited* help, including transportation). School-agers do not need entertainers. What they do need is facilitators and friendly advisers.

Here's an example of the adult as facilitator and adviser from Lawyer-Tarr's book: "One afternoon a girl asked if we could tour the studio of her favorite rock radio station.

'I don't know,' I said. 'Do they give tours?'

'I don't know,' she said.

'How could you find out?'

'Maybe you could call them,' she suggested.

'How about *you* call them,' I said.

"She looked up the number, dialed and was amazed and thrilled to find herself talking to her favorite disc jockey. She made all the arrangements, set the date in consultation with me, made a sign-up sheet, and then we went. Almost all I did was drive."

The caregiver as entertainer would have decided that a great field trip would be to a radio station. She would have called and arranged the appointment and told the kids of the time and date. All the kids would have been expected to go.

Which field trip would be more successful? Which would have more kids bored, restless, and creating conflicts? Which provided greater learning experiences for taking responsibility? Which took less adult time in planning and executing?

By providing the props and the right-to-choose their own recreation, we give the school-agers more than the activity itself. Instead, we give respect: they have worthy ideas; we give self-confidence and competence: they can act on and be successful with their ideas; and we give responsibility: they can follow through and complete details.

Sometimes, school-agers have difficulty figuring out what they want to do. Too many times, school-agers' use of their own time is passive and dictated by others. Watching TV, scheduled teacher-directed school classes, after school dance lessons are all directed by someone other than the child. When given the opportunity to choose, they can often be at a loss. "I don't have anything to do," or "I'm bored," are common school-age phrases. It's tempting to say, "Why don't you go play basketball?" or "They're just starting a Uno game in the other room." Instead, Lawyer-Tarr recommends that the adult role is to "orient children to their own recreational responsibilities" by asking questions such as "What do you feel like doing?" or "Do you want to be active and noisy or quiet?" School-agers then learn they are in control of entertaining themselves; they learn to decide their own fate.

Giving up the caregiving role of entertainer means giving school-agers opportunities to develop valuable skills.

Giving up the caregiving role of entertainer means giving school-agers opportunities to develop valuable skills: decision-making, time management, planning and implementing ideas, taking responsibility for one's actions, creative thinking, selling one's ideas (Remember, the girl had to sell her idea of visiting the rock station to the other kids.)

You can still lead an occasional crafts activity and organize a kickball game, but you don't need to do the whole show. School-agers need adults who can stand back and let the kids be in charge, with supervision of course!

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15 Years Ago in SAN...

Managing Surface Behaviors By Intervening

Editor's Note: *This article originally appeared in the Jan./Feb. 1982 issue of SAN. It was adapted from an article titled "Managing Surface Behaviors of Children in School," by Nicholas J. Long and Ruth G. Newman, based on the work of Fritz Redl (from the 1940s and 1950s), and which appeared in* Conflict in the Classroom: The Education of Emotionally Disturbed Children. *It was relevant 15 years ago and is still relevant today.*

It is the caregiver's task to assess the surface behaviors of school-agers and the potential for a negative result and to intervene *before* the potential becomes reality.

Intervening (stopping) certain surface behaviors is based on the premise that to allow the behaviors to continue will probably result in:

➢ Real danger to the children and/or adults (Ex. – Playing with matches can result in fire.)

➢ Psychological hurt to a child or children (Ex. – Teasing or name-calling of one child by several children.)

➢ Over excitement (Ex. – Action game that is over stimulating children to the point of loss of control.)

➢ Damage to property (Ex. – Hanging on the basketball rim.)

➢ Disruption of an ongoing activity (Ex.– Child starts bouncing ball across the room and through a Twister game.)

➢ Negative behavior by one child (especially a popular child) spreading to entire group

➢ Conflict with outside world (Ex. – Running in and out doors frequently might disturb other building occupants.)

➢ Discomfort experienced by the caregivers (Ex.– Too much noise might result in irritability of caregiver which can result in less tolerance for negative behaviors.) Remember, caregivers' comfort is important too.

It is the caregiver's task to assess the surface behaviors of school-agers and the potential for a negative result and to intervene *before* the potential becomes reality.

Long and Newman relate 12 intervening techniques. This article will center on three of the techniques. These three techniques are extremely useful in stopping behaviors without singling out a particular child, thus saving the child from embarrassment or from "negative stardom." These three techniques are:

1. **Planned Ignoring** involves ignoring a particular outward behavior with the knowledge that it will stop on its own. The behavior often may be a signal from the child for help or attention. The caregiver uses the child's signal to *address the need of the child* and not the outward behavior. For example, 7-year-old Jamies starts twirling and dropping the scissors when he's having difficulty with his craft project. The caregiver sees this as a signal and steps in to help. The caregiver ignores the twirling and dropping behavior.

OR Nine-year-old Jennifer starts talking loud and fast when she can't decide what to do with her time. The caregiver sees this behavior as a signal and guides Jennifer into an activity and ignores the loud, fast talking.

2. **Signal Interference** can be used effectively at the very beginning of misbehavior. Caregivers develop a multitude of body words (signals) which communicate to the child: "Stop what you are doing, NOW!" Body words include: eye contact (that certain look), hand gestures, tapping or snapping fingers, frowns, coughing, clearing the throat, "hands on hips" postures, etc.

Observe yourself during the day and you will discover your own body words. Having the children make a list of your signals will surprise you on how clearly you communicate non-verbally. One caregiver noticed that this technique worked best with the children who liked and respected her. She also observed that with some children it *never* is effective!

3. **Proximity Control** is an old standby of experienced teachers. Becoming physically closer to a child has the positive effect of helping a child control undesirable actions. Proximity control can consist of taking a few steps toward the child, shifting your position in order to face the child, standing or sitting next to the child, or laying your hand on their arm or shoulder. Some children *need* the physical presence and touch of the adult to control their actions.

SAM Program...

(Continued from front page)

and sponsoring trainings to guarantee quality and ensure that staff meet Department of Public Welfare training requirements.

Rochester and her associate make site visits to help the after school programs determine what their needs are and to provide ongoing support. She said going to the sites and seeing how the congregations are struggling to meet the needs of neighborhood children keeps her motivated and energized.

"The need is definitely there," Rochester said. "Especially with the changes in the welfare laws. These churches are committed to doing something for the community, for families and children."

According to Rochester, the SAM program is set up in seasonal cycles of fall, winter and spring for meeting goals of getting programs started, or improving existing programs. At the beginning of the fall, 1996 cycle, SAM had helped launch 5 school-age programs, with varying degrees of service being provided to the children. With these five new programs, approximately 70 children are being served.

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Diorama

Both Black History Month and President's Day are in February. To portray an important event in the life of a President or other famous person, you might like to make a diorama.

Cut a peephole in one end of a shoe box and a small hole where needed in the lid to admit light. Inside the box, build a scene with the most important persons or objects in the foreground nearest the view hole, and so on back to give depth to the pciture. Glue drawings of the scenery along the sides and back inside the box. (The back will be the end farthest from the view hole.)

Tape on the lid of the box and decorate the outside of the box with a label telling something about what is depicted inside.

Log Cabins

This is a good month for log cabins. You can make a log cabin by gluing toilet paper and paper towel tubes to the outside of a cardboard box. Be sure to cut out the holes first for the doors and windows and build around them. The whole may be painted with brown tempera paint when complete.

Another way to make logs is by rolling up old newspaper. If you can get a large enough carton, you may even be able to make a log house big enough to get inside of.

We have seen a log house made of carpet tubes, fastened together with dowels and twine.

Bird Feeders

February is *National Wild Bird Feeding Month*. Try these ideas for easy-to-make bird feeders.

- Smear a pine cone with peanut butter and roll it in birdseed.
- String popcorn, cereal, or peanuts in the shell and hang them from a tree.
- Place half an orange or apple on the end of a broken branch.

Ice Bubbles

If you are in a cold enough climate, blow soap bubbles outdoors. Use 2 cups Dawn or Joy diswashing concentrate and 6 cups of water. Create a bubble wand so you will not get your hands or gloves wet. The bubbles will freeze in midair and shatter when touched.

Back It Up

Start out with pairs seated back-to-back on the floor. The pairs link arms and stand up. Next join 2 pairs so 4 persons, back-to-back, join arms and stand up. Progress to 3 pairs, and so on until it is impossible to stand up.

Red, White & Blue

This is a guessing game. The leader must have a confederate who is also in on the trick. The confederate is sent from the room while the group and the leader together select an object to be guessed by the confederate. The confederate is then brought back into the room. The leader points to first one object and then another, asking each time, "It this it?"

Finally, the leader points to the object selected and the confederate guesses it correctly. The trick is that the object pointed to just before the correct one is something red on the first round. On the second time, it is white, and on the third time around it is blue. Then it goes back to red again, and so on – red, white, and blue markers, in that order.

When a person thinks she has figured it out, let her take a turn being the confederate.

Apple Rings

Peel, core and slice apples into slices 1/8" thick. McIntosh and Golden Delicious Apples work well. To keep the apples from turning dark, use 1 part lemon juice to 3 parts water. String the apple rings on twine and hang them to dry for 1-2 weeks, or spread them on a rack on a cookie sheet and dry them in a 150° oven for about 4 hours, turning them once during the drying. A tasty and nutritious snack!

Magic Balloon

Into an empty soda pop bottle, put 1 inch of vinegar and 2 tablespoons of baking soda. Stretch the neck of a balloon over the mouth of the bottle and wait for the balloon to inflate.

Crystal Dish Garden

Place a few pieces of charcoal in a shallow, ceramic bowl. Over the charcoal, sprinkle 2 tablespoons (T.) of water, 2 T. of laundry bluing, and 2 T. of salt. After it sits overnight, sprinkle on 2 more T. of salt.

On the following day, add to the bowl 2 more T. of water, 2 more T. of salt and 2 more T. of laundry bluing; but this time put it in the bowl, being careful **not** to put it on the charcoal. This will feed the crystals which should have already begun to form. If you want to color the crystals, though, you can sprinkle a few drops of food coloring on the charcoal.

Inventors Day

February 11 is celebrated as *Inventors Day*. It is the birthday of Thomas Alva Edison. Edison holds some 1200 patents – including the light bulb, the phonograph, an electric dynamo, and components of the movie camera and the telephone transmitter.

In honor of the day, have a "Junk Galore" creative activity, or combine the observance with *National Pizza Month*. It's also in February. Invent a new kind of pizza – preferably a heart-healthy one. (Remember - it's also *National Heart Month*.)

Activities Writer Wanted...

See page 7 for details

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FEBRUARY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
IT'S FEBRUARY	February 2 – *Groundhog Day* – a good day to make shadow pictures or silhouettes. Find out what groundhogs eat and where they spend the rest of the year.	February 4 – The halfway point of winter. Plan an appropriate celebration.	February 7, 1887 – birthday of Laura Ingalls Wilder. Read aloud a chapter of one of the *Little House* books.	February 7 – *Lunar New Year's Day* - the Year of the Ox. Make birthday cupcakes. Use Lifesaver candy for candleholders.	February 8, 1910 – *Founding Day* of Boy Scouts of America. Invite an Eagle Scout to explain his badges and other merit awards.
FEBRUARY DAYS	February 11, 1990 – Nelson Mandela was released from prison. Let one of the children share a biography of Nelson Mandela.	February 11 – Shrove Tuesday. The towns of Olney, England and Liberal, Kansas celebrate with a pancake race. Race while flipping your pancake in your pan.	Feb. 11, 660 B.C. – *Founding Day* in Japan. Make a timeline designating each century from 660 B.C. to the present.	February 23, 1868 – W.E.B. Dubois's birthday. Let each share what this quote means, "The cost of liberty is less than the price of repression."	February 26, 1829 – birthday of Levi Strauss, creator of the first pair of jeans. Find pictures of what kids wore before blue jeans.
A SPECIAL MONTH	*Black History Month* Create a mural incorporating well known people and events from black history. Block it in so each one's part will tie in to the whole.	*National Children's Dental Health Month* Invite a local dentist to present tips for good dental health.	February 14 – *Valentine's Day* – Provide paper, doilies, rickrack, glitter or sequins for making valentines to be delivered to a Veteran's Hospital.	*President's Day* – Give 2 teams a chance to prepare. Then let them alternate between the Lincoln team and the Washington team, giving a fact on each turn.	February is *Great American Pies Month*, *National Cherry Month*, and *Canned Food Month*. This calls for making a cherry pie or individual tarts.
WATERCOLOR	Ask an art teacher or professional artist to show you samples of work in watercolor and to demonstrate techniques.	Let the children experiment with the techniques on practice pieces.	Let everyone work from the same still life model. Compare the different interpretations of the subject.	Let each do a painting on a subject of his/her own choice.	Mount your paintings appropriately for display or for Valentine gifts.
ECOLOGY	For a week watch your local paper for ecological concerns such as pollution of air or water, soil erosion, energy resources, or wildlife preservation.	Pool your findings and decide where you could be involved – a letter to the editor, a poster campaign, or a way to conserve energy at home or school.	Make a chart to show how water recycles through the ecosystem. Show how pollution of water affects the cycle.	What are the sources of air pollution in your community, and what is being done? Is there a seasonal variation in types and extent of pollution?	What kinds of wildlife are native to your region? What is being done to conserve them? How could you help?
WHAT NEXT?	Put a piece of paper over a pocket comb and hum into it. Harmonize.	Give a point value to each hole in an egg carton. Play a toss game with beans, pebbles or a pingpong ball.	Prepare birthday baskets for nursing homes to give to elderly residents.	**Relay** – Players on each team walk to the goal and back with a penny between their knees.	Use a 2 X 4 on the floor as a balance beam, or a rope streteched taut but on the floor as a tightrope.

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ADA: The Impact on Child Care Programs

by Gil A. Abramson

Part 1 of a 3 part series

The recent Settlement Agreement between the U.S. Dept. of Justice and KinderCare Learning Centers, Inc. sets forth what the DoJ describes as a blueprint for the child care industry's compliance with The Americans with Disabilities Act. This article discusses the practical steps which a child care provider can take to achieve compliance with the ADA while maintaining its character as a group child care facility.

The Americans with Disabilities Act (ADA) is the most pervasive and invasive of all the anti-discrimination legislation. The ADA regulates not only employment but also requires "Public Accommodations" to make their goods and services available to individuals with disabilities "in the most integrated setting appropriate" to the disabled person's needs. To comply with the ADA, businesses must take steps to find ways to make their facilities accessible to persons with disabilities.

Child care providers are specifically mentioned in the ADA regulations as "public accommodations." Virtually all child care providers are covered by the ADA, including private companies, public facilities run by state and local governments, child care programs run by non-profit organizations, and even child care programs in private homes. (The only exceptions to the general inclusion of chld care providers within the purview of the ADA are child care facilities run by private clubs for children of members and child care facilities actively run by church and religious groups.)

Every sensitive business pays close attention to operating in a non-discriminatory manner. The proscriptions of Title VII and similar employment legislation are engraved in business operations. Human resource departments and EEO officers regularly assist businesses to avoid discrimination in employment. Unlike Title VII, however, the ADA does not have easily discernible boundaries. Among people with physical and mental disabilities, there are no distinctions based on race, age, sex, national origin, religion, etc. Stereotypes regarding disabilities run deep and misconceptions about the abilities of children with disabilities pervade common thinking. The extension of ADA beyond mere employment issues makes it much more difficult to administer a business operation to comply with the ADA.

The ADA...requires child care centers to provide "full and equal enjoyment" of their facilities to children with disabilities in the "most integrated setting appropriate"...

The ADA generally requires child care centers to provide "full and equal enjoyment" of their facilities to children with disabilities in the "most integrated setting appropriate" to the disabled person's needs. This means that each child with a disability has the right to participate in, and benefit from, the child care center's programs. Children with disabilities must be integrated into the program, rather than set apart or separated out. According to ADA regulations, the most integrated setting appropriate is determined by the child's parents, not the child care providers. Sometimes, this can lead to seemingly anomalous situations. For example, a severally disabled child who is unable to speak or communicate freely and who has physical impairments that prevent independent mobility or participation in group activities nevertheless may be entitled to be placed in an age-appropriate room.

Within this context, how does a child care center cope with ADA requirements without compromising its character as a group child care facility and without incurring an inordinate overhead loss?

Steps to Compliance

Sound ADA Policies: The first step in achieving compliance with the ADA is to develop and promulgate sound policies to deal with the enrollment and care of children with disabilities. A simple statement that the child care center complies with the ADA or a general admonition for all employees to comply with ADA is not sufficient. Sound ADA policies must explain eligibility criteria in language and through mediums which can be understood by employees. These policies should cover the entire enrollment process, explain what questions may be asked prior to enrollment, explain the necessity for undertaking reasonable modifications of policies, practices and procedures, and define what auxiliary aids and services must be provided. In addition, the policies would describe, at least generally, the requirements of removing all architectural and transportation barriers for children with disabilities.

Proper Enrollment Policies: The ADA prohibits enrollment requirements that screen out or tend to screen out children with disabilities. Therefore, pre-enrollment inquiries that ask questions which are overly specific with regard to eliciting information regarding disabilities may be violative of the ADA. Enrollment forms must be reviewed and the persons responsible for the enrollment of children must be adequately trained so that inappropriate inquiries are avoided.

Four additional steps toward compliance of ADA policies are **employee training, proper ADA resources, maintaining accurate records**, and **assistance in the formulation of ADA policies. Employee training** will be addressed in Part 2, appearing in February, and Part 3, in March, will address the final three steps.

Gil A. Abramson, a partner at Hogan & Hartson law firm in Baltimore, is a specialist in Labor, Employment and ADA Issues. Abramson represented KinderCare Learning Centers in the negotiations with the Department of Justice and has provided this article through the National Child Care Association.

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Have a Summer Safari

Start Now Recruiting Enrollments for Summer

Get parents and kids excited about your summer program early by having a "Summer Safari" Day. Every director knows that early recruitment for the summer program is a must for optimum planning. When folks are in the midst of winter doldrums, give them something to look forward to by providing a summer day.

- **Set up the program area with summer type games and activities** that give the children and their parents a taste of what the summer has in store for them. Be sure everyone gets a name tag so friendships can begin forming.
- **For every registered child give a summer program T-shirt** with the program logo or other design. Or maybe offer refrigerator magnets or some other giveaway that will help families stay excited about the program.
- **Going to sing lots of songs** during the summer? Have songbooks ready and someone to lead the children in a few songs.
- **If you've already hired your summer staff, introduce them** to the children and parents. Display posters with the planned field trips.
- **Have summer-type refreshments** on hand.
- **While the parents are completing registration forms, take a Polaroid picture of each child wearing a safari hat or pith helmet**, perhaps standing in front of a mural of a jungle scene.

The excitement generated from this special event will guarantee enrollments!

This idea is from 250 Management Success Stories, *published by Child Care Information Exchange and available from School-Age NOTES as part of a two-book set. The other book in the set is* Survival Skills for Center Directors. *The set is $19.95 ($17.95 for subscribers) plus $3.50 S&H.*

Environmental Grants Available

by Charles Pekow

Charles Pekow is editor of "Day Care U.S.A." This report was written exclusively for SAN readers.

The U.S. Environmental Protection Agency (EPA) is inviting school-age programs and other educational institutions to apply for its Environmental Education Grants Program. EPA plans to offer about $3 million for the grants this year, much of it in mini-grants of $5,000 or less.

You can design new programs or implement existing curricula. EPA opened the door to many possibilities as long as you develop "critical thinking, problem-solving and effective decision-making skills (and teach) individuals to weigh various sides on an environmental issue to make informed and responsible decisions." But you can't advocate one viewpoint or action. You can implement science projects in which school-agers test environmental conditions. Don't think solely about designing new curricula. EPA says enough is available.

You can't use the funds for construction, unless it's a small part of your program (such as building a nature trail or bird-watching station you plan to use for the children).

EPA's Washington headquarters is only considering grants of $25,001 and up (maximum: $250,000). Ask for a smaller award from your regional office. You must also pay at least 25% of project costs with non-federal funds.

Any government, school district, or non-profit school-age program can apply. (Individual teachers cannot.)

For more details, see the Dec. 10 Federal Register or contact the EPA Environment Education Division (1707), Environmental Education Grants Program, 401 M St. SW, Washington DC 20460. Deadline: Feb. 21, 1997.

School-Age NOTES Seeks Writer for Activities Pages

School-Age NOTES is seeking a writer of activities for pages 4 and 5 of this newsletter. The writer would be responsible for 40-50 activity ideas each month, drafted in the same format and style as pages 4 and 5.

Activity ideas should come from a variety of sources, such as different programs, kid-tested ideas, and reference books (all activities from published materials would have to be both cited and varied.)

Contracted services for the two pages monthly would be $250. Those interested should send a letter expressing their interest and qualifications to School-Age NOTES, P.O. Box 40205, Nashville TN 37204.

SAC CONFERENCES

NEW MEXICO January 25, 1997 **New Listing**
NM SAC Alliance, 1-Day Seminar - Rich Scofield
Las Cruces, **Contact:** Nancy Kober, 505-842-8787

CALIFORNIA Feb. 8, 1997
2nd Annual Redwood Region SAC Conference,
Arcada, **Contact:** Brian Lovell, 707-826-1915

CALIFORNIA Feb. 22, 1997
9th Annual Carousel SACC Conference, San Diego
Contact: Tricia Kendrick, 619-793-0071

GEORGIA Feb. 21-22, 1997
GSACA 6th Annual Conference, Atlanta
Contact: Kimberly Nottingham, 404-373-7414

OKLAHOMA Feb. 28-Mar.1, 1997 **New Listing**
6th Annual SAC Conference, Tulsa
Contact: Luanne Faulkner, 800-347-2270

TENNESSEE Feb. 28-Mar.1, 1997 **New Listing**
TNSACA 8th Annual Conference, Nashville
Contact: Lisa Beck, 615-835-8025

INDIANA March 7, 1997
INSACC Conference, Bloomington
Contact: Wendy Perry/Traci Mehay, 812-330-7702

PENNSYLVANIA Mar. 21-22, 1997 **New Listing**
PA SAC "Beating the Heat" featuring Jim Atkinson,
Philadelphia, **Contact:** 215-643-3841

CALIFORNIA April 3-4, 1997
15th Annual CSAC Conference, Sacramento
Contact: 415-957-9775

PENNSYLVANIA April 4-5, 1997 **New Listing**
PA SACCA, Lancaster
Contact: Carmen Weachter, 717-626-2523

NSACA April 17-19, 1997
9th Annual National Conference, Orlando, FL.
Contact: FL SACC Coalition, 407-568-6497

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

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RESOURCES

"Talking With TJ" Video Series

In our November 1994 issue we mentioned a video series for school-age children (specifically 2nd- 4th grades) called the "Talking with TJ Teamwork Series," and designed for groups of children in programs like Girl Scouts, Boys & Girls Clubs, and the 4-H Extension Youth Development Program and after school programs.

Now comes a new series from the same producers titled "Talking With TJ Conflict Resolution Series." This six-part series teaches children how to work out disagreements that arise as they work and play with their peers. The program combines entertaining video stories that feature TJ, a teenage girl who has a radio talk show for kids, along with lively discussions and follow-up activities to teach conflict resolution skills.

The entire program kit includes a complete curriculum with detailed instructions for six sessions, video stories for the kids, video training for session leaders, four wall posters and take-home materials for 15 children. Re-fill kits for an additional 15 children are also available.

The Hallmark Corporation has underwritten most of the costs of this series, which enables the producers to sell the entire kit for only $22. Refill kits are $5.50.

For more information or to order the "Talking With TJ Conflict Resolution Series" call 800-673-3785.

Youth Magazine

The Search Institute of Minneapolis, an organization dedicated to researching issues concerning children and youth, has launched a new magazine called "Assets: The Magazine of Ideas for Healthy Communities and Healthy Youth." The magazine will include ideas, lessons, research news, resources and stories from across the country to help with positive youth development.

"Assets" is a quarterly publication, with a subscription price of $14.95. For ordering information, call 800-869-6882.

Furniture for School-Agers

Holbrook, a company which designs and manufactures furniture, toys, playground equipment and other items for child care centers, has developed a line of products specific to school-age programs.

Products include lockable student lockers, stackable storage units, along with storage carts on casters for moving around the program or for programs who aren't in dedicated space and have to take materials in and out daily.

For a catalog of Holbrook materials, call 800-822-8121.

Volume XVII #6 The Newsletter for School-Age Care Professionals February 1997

School-Age NOTES

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Computer Room Observations: Seeing the Whole Picture

by Rich Scofield

Rich Scofield, SAN's Editor/Publisher, has returned to being a caregiver two afternoons a week in a SAC program. The following are some of his observations.

How much discrepancy exists between what adults think they know about what is going on with school-agers and what is reality? Probably a lot. Like any experience, until you've actually been there and done it, you only have what you've heard and seen but not what you've experienced. My afternoon supervising the computer room was one of those "ah-ha!" experiences with reality. Interestingly enough I had been in the computer room a couple times before but not for the whole afternoon.

Several of my observations only confirmed observations in other areas. One of those is the group-think that takes place as the kids move from one area to another. It is like the schools of tropical fish that all turn at the same time as if they were one. At one point all 20 stations were busy and then in the blink of an eye there were only 6 kids left. Later, like the "school of fish," suddenly all 20 stations were busy again. These were mixed grades and not one large group of the same kids who do everything together. It means that when we truly allow free flow in a program based on the children's interest, we can't judge interest or success by one look or even one day.

The 20 computers are used by the school during the day. The computer lab is set-up in a basement area that also houses lockers and serves as a pass through area for students and adults. Yet, with all the potential for distraction, the children remain intensely focused on the computer screens. (All were playing "games" - some with math or vocabulary practice built in - but on this day it wasn't until later that they logged on the school network to correspond.)

Another observation confirmed that an activity can become utilized by one gender but that does not necessarily make it a gender-specific activity. If you looked in at 4:15 p.m. and saw 15 boys and no girls at the computers, you would have left saying that this program's computer activities must cater to the boys. But 15 minutes before there were four or five girls and a like number of boys. The same can be said for the different ages in this K-4th part of the program which ranged mostly from 2nd through 4th but tended on this afternoon to be more of the 2nd graders. But just like the ebb and flow of the gender ratio, we shouldn't make generalizations from just a short observation whether its about age interest or gender interest.

It struck me how often principals, parents, and school-age care professionals judge programs based on just a snapshot of what's going on. Being in a position where I often visit programs for just a short period in the afternoon, I too have to be careful not to rush to generalize and judge what I see for a brief time.

So what were the observations that I noticed for the first time? It struck me how "computer-comfortable" the children were. There were many different kinds of monitors and CPUs yet they seemed to know the switches and idiosyncrasies of each one. I thought about the children who aren't exposed to computers. Will we have a society divided between the computer-literate and the

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Register Now for Orlando

The National School-Age Care Alliance Conference April 17-19, 1997 in Orlando, FL has just completed a successful early bird registration with over 700 registrants taking advantage of the December 15th cut off for an early bird discount. This has helped with an estimate of interest and with the cash flow for the main rollout of the preliminary conference program (which was mailed January 10th via bulk mail.) For volunteer conference efforts, cash flow for the printing and postage is always a problem particularly as the conferences get larger and can't be supported by local agencies.

For those concerned about the limit on enrollment set at 2200 (upped from previously announced 2000), they need not worry as long as they register right away. Total attendance including presenters, exhibitors and conference workers would top out at about 2400. Previous conferences in San Francisco '95 and St. Louis '96 have been 2000 and 1600, respectively.

All who received early bird postcards will receive the full preliminary conference program including registration information. If you have not received a registration/program by February 7th, call 407-568-6497. When

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Safe Choices

Lice Controversy Revisited

It has been brought to the attention of School-Age NOTES that an apparent controversy has been going on for more than a year between Lennie Copeland, the author of a book titled *The Lice-Buster Book* and the National Pediculosis Association (NPA), a non-profit health education agency established in 1983 to build awareness about head lice prevention.

In the March, 1995 issue of SAN, we reported the availability of *The Lice-Buster Book* in our Resource section. We had received the promotional materials Copeland had distributed, but did not receive a copy of the book, nor did we request one. We stated in the article that we had not reviewed the book, but gave the information on how to order. A few months later, we received a "Special Alert" from the National Pediculosis Association (NPA) concerning Copeland's book. The NPA claimed that Copeland was disseminating "incorrect information and potentially harmful directives," then proceeded to cite the examples they considered "misinformation," though without quoting directly from the book. Based on this information, SAN published another article in the August, 1995 issue pointing out NPA's concerns and offering more information about lice treatments provided by the NPA.

The Lice-Buster Book has since been acquired by Time-Warner Books and a new, revised edition has been published and is available through retail bookstores.

Lennie Copeland recently sent us copies of both editions of the book and asked us to review the book on its own merits, rather than simply heeding the NPA alert.

We did read both editions of the book and reread the alert sent by the NPA. We found that Copeland appears to offer a balanced view of dealing with lice in a manner designed to lessen the fears most of us have concerning lice. She provides guidelines on the treatment and prevention of lice for both homes, schools and other facilities, and clearly spells out the various dangers of chemical treatments.

The alert from the NPA suggested that Copeland was offering advice on treating lice that runs counter to conventional wisdom and their own recommendations. *We found more often than not that Copeland's recommendations and the NPA's are similar, if not identical.*

For our readers, SAN has decided to take a look at some of the concerns raised by the NPA and then cite the corresponding information from Copeland's book. Where relevant, we'll also cite information from an article in the medical reference book titled *Pediatric Dermatology*.

The safety of the children is of paramount importance, and everyone who seeks knowledge about treating head lice should keep that foremost in their minds.

In its "Special Alert" the NPA states that:

• ***Copeland recommends treating the whole family prophylactically.*** *"The NPA recommends that only those who are infested should be treated. Pediculicide products are pesticides, not mere shampoos, and should be used with caution. However, continue to check other family members for signs of infestation."*

Copeland's *The Lice-Buster Book* states that "Anyone who is found to have lice must be treated. Experts recommend treating the whole family whether or not they have lice. Studies have shown that treatment is more likely to be successful when everyone is treated for lice, as opposed to only those infested being treated."

The *Pediatric Dermatology* article states that "On the family level, all members of the household should be treated at the same time. In theory it should only be necessary to treat other contacts where active infestation is revealed by the presence of viable nits or live lice. In practice, it is often difficult to detect early infestation...one never can be certain that another family member or contact is louse-free."

The article further states that "The NPA and some other authorities believe that a 'pesticide' should not be used on a child who does not have clinically proven pediculosis. We have conducted extensive studies over 15 years that confirm that it is better to treat everyone once than have to treat the same children over and over with a 'pesticide.'"

• ***Copeland recommends spraying sofas, carpets, headphones and other head gear.*** *"The NPA and Centers for Disease Control and Prevention strongly discourage the use of lice sprays as they are unwarranted and may pose personal and environmental hazards. Vacuuming is the safe and effective alternative to spraying. Head phones and headgear can be wiped between each child with a wet paper towel."*

SAN found that while *The Lice-Buster Book* does not *endorse* spraying, it offers guidelines for spraying and suggests spraying in schools with chronic infestations. However, Copeland does state in the original book that "The National Pediculosis Association is firmly against sprays and in 1988 the Centers for Disease Control reported that lice remedies in their vaporous states (i.e., sprays) are more harmful than liquid formulations because they are more readily absorbed by the lungs."

While Copeland writes that the preferred treatment for sofas or carpets is to vacuum thoroughly, she adds that "If you feel you must use an insecticide spray, be sure to only use a lice spray and do not spray humans or pets. Spray only sofas, carpets and other household items that cannot be laundered or drycleaned. (For example, do not spray your child's pillow.) Read and follow the directions on the can. Provide good ventilation and avoid inhaling the spray."

• ***Copeland recommends NIX as the superior lice product to all other treatments – when all else fails to leave NIX on for an hour – and it's perfectly safe.*** *"Copeland's recommendation to use NIX 'when all else fails,' defines a population that is likely to have already been overexposed to pesticide products. Her recom-*

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Lice...

(Continued from page 2)

mendation for NIX is inconsistent with its indicated use, package instructions and FDA approval as a pediculicide. While the NPA strongly warns against the use of lindane and lice sprays, the NPA does not recommend any specific lice treatments products. However, no lice treatment should ever be left on longer than the time directed."

Copeland appears to recommend the product Nix because it has the most positive research connected to it. Nix is a product containing 1% permethrin, which clinical studies show, that of the various lice pesticides, is the least dangerous. In *Pediatric Dermatology*, it is reported that Nix "has been subject to the largest number of clinical trials of any previous pediculicide for approval by the U.S. Food and Drug Administration" and "is a safe and effective treatment for pediculosis capitis." The report states that the product is far less toxic than products containing lindane and "offers greater protection from reinfestation... Permethrin (Nix), due to its extended protection, offers those faced with an epidemic a valuable new and safe approach."

While Copeland does suggest leaving Nix on for more than the recommended time in chronic cases, she also states that "Leaving Nix on longer than the prescribed ten minutes is not recommended in normal cases of lice because Nix properly applied works in ten minutes and generally it is unsound practice to use more of a medication than necessary."

Copeland offers some unconventional solutions to chronic infestations that alarms the NPA. For example, she suggests to schools that they close the entire school for one day, ask all the parents to treat their children for lice at home whether they have manifested evidence of lice or not, and that the school can "implement an overall lice deinfestation program of spraying, vacuuming, removing stuffed animals and costumes, laundering sports equipment, and the like."

Copeland also suggests that in cases of chronic infestations, one can use "international connections." She writes, "Ask a friend overseas to airmail you a pediculicide from abroad. It probably contains pesticides banned in the USA, to which our lice may not be resistant. Of course you need to research the health risk and ascertain if resistance to this product has been seen locally before you apply it to your child." Despite the caveat, this particular recommendation requires careful scrutiny. Unfortunately, parents often overreact when faced with lice and may not always heed the cautions about the banned products, but merely work to acquire them from other countries. There's a reason that the pesticides are banned in the U.S., and the hope of finally getting rid of the lice isn't worth the possibility of greater harm coming to the child, not to mention the issue of smuggling.

Lice infestations are a constant worry for schools and child care programs. Even though lice treatments have to be done in the home and by parents, child care providers need to know what information to pass on to parents, and how to rid the program area or child care center of lice infestations. Regardless of where you get your lice prevention and treatment information, the bottom line for School-Age NOTES is that the safety of the children is of paramount importance, and everyone who seeks knowledge about treating head lice should keep that foremost in their minds.

Purposely Seeking Lice?

From "News of the Weird" by Chuck Shepherd, we learn some kids are purposely trying to get lice.

The story reports that two women "recently opened a licebusters business in Barrie, Ontario, to pick through people's hair for $30 per hour, which they say is a bargain because nonprofessionals miss about half of any resident head lice. Lice has become a major problem in school because infested kids sometimes purposely share their hats to pass lice to classmates so they can get a few days off."

The implications of kids casually spreading lice reinforce the lack of understanding about the dangers inherent in the overuse of medicated treatments and the risk of chronic infestations for schools. It is a difficult concept for the public to grasp that an over-the-counter product viewed as shampoo could be unsafe with repeated or misapplied uses.

Orlando...

(Continued from front page)

participants send in their registration, a confirmation will be sent to them. You can also register by sending $125 for NSACA members or $155 for non-members payable to: Florida SACCC, PO Box 348, Christmas FL 32709.

Reserve flights and hotel rooms NOW!!! This is Disney World's 25th Anniversary and it is also the same time as many spring breaks. For reservations at the Omni Hotel, which is the conference site, call 1-800-THE-OMNI and ask for the NSACA discount rate.

Observations...

(Continued from front page)

computer-illiterate? Ironically, poised at the turn of another century we find ourselves in a similar situation as we were 100 years ago approaching the turn of that century. At that time with the push for mass education in the belief that a democracy depended on the people being able to read, we had the split between the generation who went to school and the older generation that had not gone to school.

My computer abilities are minimal — the turn-it-on-and-type variety. So when one of the kids had a question or a problem what did I do? I used the basic technique all new staff should learn — ask the kids for help. I used one of my favorite methods — "making it special." I asked who were the three best computer people in the room and then challenged them to figure out the problem – which they promptly did.

So my discrepancy with reality was the amount of use of the computer room and the realization of the potential dichotomy between those who can use computers and those who can't. The other discrepancy is between what I've seen in a brief snapshot and the reality of the whole picture. It is amazing that in this case I had even worked in this room before but that afternoon was seeing certain patterns and aspects for the first time. The challenge for directors and caregivers is to explore those activities and parts of their programs they don't normally do with fresh eyes. The other challenge is to continually help parents and the community see all parts of the program, not just the entrance way or what the program looks like at 5:45 p.m. each afternoon.

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Women's History Month

National Women's History Month is a special time to recognize and celebrate the lives of women of every race, class, and ethnic background who have played and continue to play a role in our nation's life and greatness.

Celebration Party

Host a *Celebration Party* honoring your mothers, grandmothers, council women, other women in political office, journalists, teachers and other women who make a contribution to the stability of your community. Do not forget the many women who serve in cultural, social and charitable agencies, including volunteers.

Make banners, placemats, wall murals and/or invitations decorated with drawings of women who have made contributions throughout history.

Rewriting Modern History

Watch a movie or TV show, and then discuss the role of women in the movie. What contributions did they make? Were they portrayed as strong or weak? smart or stupid? leaders or followers? What kind of work did the women do? Then write and act out modified versions of the movie where the women have strong, smart leadership roles with meaningful careers.

Looking at Work

List work/careers the school-agers would like to do as adults and make a chart. Discuss if there are some only men or only women can do. What's the pay like? What education/skills are needed? What would make it difficult for a man or woman to have that job?

Invite a woman in a non-traditional job to talk about how she chose her job, what problems she has encountered and what benefits the work gives her.

Women on Stamps

These are some of the famous women recognized on U.S. postage stamps: Eleanor Roosevelt, Harriet Tubman, Mary McLeod Bethune, Rachel Carson, Susan B. Anthony, Margaret Mead, Sojourner Truth, Babe Zaharias, Juliette Gordon Lowe, Marilyn Monroe, Edna St. Vincent Millary, Marianne Moore, Anne Sullivan and Helen Keller, Frances Perkins, Elizabeth Blackwell, and Mary Cassatt.

Invite a stamp collector to show you some of these stamps. Find out what these women did that makes us remember them.

Draw postage stamps or stickers of women you think would be appropriate. No living person may be recognized on a U.S. postage stamp, but for your purposes you could expand the list to include women who are still living. Whom would you honor?

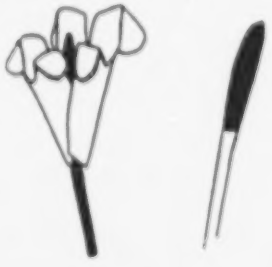
Spaghetti Bridge

Annually, on the second Friday in March, at Okanagan University College in Kelowna, British Columbia, Canada, competitors try to challenge the world record in spaghetti bridge construction. The current record is a 388 pound load suspended from a 1 meter long bridge weighing less than 1.66 pounds.

Try your own skill at building a bridge made of spaghetti (uncooked of course!).

Handprint Lilies

Draw around your hand for the blossom of the lily. Cut out the handprint. Roll the handprint as shown to form a cone shape. Curl the fingers and thumb with a scissor blade. Cut the stamen and stem in one piece as shown. Color the top for the stamen and slip the stem through the point of the cone. The stamen should be too large to pass through.



Color Changer

Draw three concentric circles, the largest 3 1/2 inches in diameter. Divide the circles into 6 equal parts as shown. Color the 6 parts of the outer circle alternately red and yellow. Color the 6 parts of the middle circle alternately yellow and blue. Color the 6 parts of the inside circle alternately blue and red.

Cut out the circle and paste it on light cardboard. You may want to color another circle and paste it on the other side of the cardboard. You can make the two sides identical, or you can experiment with color combinations on the back side to see what will happen.

On the center circle (the red and blue one) make two holes as shown like the holes in the center of a button. Thread a piece of string about 2 feet long through the holes and tie the ends to make a complete circle of string. Center the "button" on the string to get your spinner started. As the string twists and untwists and retwists in a regular rhythm, your spinner will go around faster and faster. Watch the colors. (*This idea originally appeared in* School-Age NOTES *in July, 1992, and was adapted from* Gee Wiz, *pp. 67-68.*)

Birds Fly

IT stands in front of the group and says, "Birds fly." Players are supposed to flap their arms like a bird whenever a bird is named, but should not flap their arms when things are named that are not birds. IT may name 10 things, such as "Robins fly," "Tables fly," "Geese fly," "Tomatoes fly." It flaps her arms as each object is named, but a player who flaps for non-birds joins IT until a new IT is chosen.

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

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MARCH CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
MARCH	American Red Cross Month, Irish-American Month, Music in Our Schools Month. Also, National Craft Month, Noodle, Nutrition, and Peanut Months.	March 1-7 is "Return Borrowed Books" Week. Share a good book, too, while you're at it.	March 8 – International Working Women's Day, a national holiday in Russia and China. Flowers and gifts are presented to women workers.	March 15-16 – The Waco Wind Festival features wind events – frisbees, kites, disc golf. Plan your own wind events for a March day.	March 17, 1862 – first U.S. paper money – $5 Hamilton, $10 Lincoln and $20 Liberty. Who are on these bills now? Who was on the $1 coin?
WOMEN'S HISTORY MONTH	Check out a biography of a famous woman. Create a series of short skits based on her life. Divide a large group into several small groups.	Make a lifesize drawing or cutout of a famous woman. Tell who she is and why you chose her.	Tell the life story of a famous woman using a comic book format with drawings and dialogue. Or, design it as a coloring book.	Make bookmarks featuring a picture of or a quotation from a woman you admire.	In a circle whisper the name of a well-known woman to the one next to you who passes it on. When it gets around the circle is it the same?
LIVING COLOR	Use Easter egg dyes to color water in the three primary colors. Use these colors to mix other colors.	Mix powdered tempera paint and dishwashing liquid to the consistency of oil paints. You can mix these to make any shade of color.	The fashion industry changes the colors in vogue every year. Look at ads. What is the color for spring, 1997?	Make the color changer on page 4.	On St. Patrick's Day, March 17, cut out green paper shamrocks for everyone to wear. Serve green snacks.
MARCH 21ST IT'S SPRING	Take another bird census. Are there any different varieties of birds from those you observed last season? Did the new ones come north or south?	March is known for wind. Read aloud "Who Has Seen the Wind?" by Christina Rossetti or "The Wind" by Robert Louis Stevenson.	Solar Greenhouse – Simple directions in *Puddles & Wings & Grapevine Swings*, p. 147.	Adopt a tree. Check it daily for signs of new growth – leaf and flower buds developing.	Break a branch from a flowering tree or shrub. Put it indoors in water. Watch the buds develop. See if it blooms before the ones outside.
BUTTERFLIES	Make butterflies with crepe paper wings and chenille strip bodies. Use thread for feelers. Make them butterfly size, not too big.	Fold a sheet of paper in half. Along one side of the valley fold, paint one wing of a butterfly. Blot it with the other side to make another wing.	Caterpillar Walk – Teams sit in line with each player's legs around the waist of the one in front. Players move forward with their hands.	While imitating the butterfly stroke, players run with a snorkel, mask and fins to a goal and back then pass the gear on to the next player.	Palm Sunday and Easter are both in March. Butterflies are a resurrection symbol. Make a mosaic butterfly with bits of colored paper.
PLAY IT	Count around the circle but substitute "oops" for every 7. Start over for mistakes. For older children, "oops" multiples of 7 also.	Hot Potato – Sit in a circle and roll a ball, or stand and throw a soft ball. Pretend it is hot. Touch it as little as you can. Keep it moving.	Join hands in circle with IT in the center. IT tries to roll a ball out of the circle. Players use their feet to keep it in.	Charades – Teams take turns acting out the words in the title of a popular song or movie for the other teams to guess.	Make spring flowers by flattening pastel cupcake papers for the petals. Add centers, stems, and leaves.

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ADA Compliance: Employee Training

by Gil A. Abramson

Part 2 of a 3 part series

*The recent Settlement Agreement between the U.S.Dept. of Justice and KinderCare Learning Centers, Inc. sets forth what the DoJ describes as a blueprint for the child care industry's compliance with The Americans with Disabilities Act. In the January, 1997 issue the first two of six steps child care providers can take toward compliance with the ADA – **establishing sound ADA policies and proper enrollment policies** – were addressed. This article discusses how to prepare the employees of a child care program for complying with the ADA.*

The best written and constructed ADA policies will be virtually of no use unless employees understand them and are able to apply them. The importance of training employees with regard to ADA requirements cannot be emphasized enough. This is best understood by examining the employment discrimination prescriptions of Title VII. Since employment is not carried out by each and every employee, only supervisory personnel are required to become familiar with procedures to avoid discrimination. In the child care setting, virtually all child care providers must know how the ADA works. A public accommodation is considered to have violated the ADA if an employee, virtually any employee, discriminates against a child with disabilities, for example, by refusing to enroll that child or by refusing to undertake a reasonable accommodation for that child.

Training should include a review of eligibility criteria and the prohibition of surcharges, making reasonable modifications to policies, practices and procedures when necessary to integrate children with disabilities, integrating children with disabilities into the regular program to the maximum extent appropriate to the needs of the child, providing personal services to children with disabilities when personal services are provided to others, providing effective communication to children and parents/guardians with disabilities by furnishing appropriate auxiliary aides and services, and where readily achievable the removal of architectural barriers. In addition, the training should explain that a child care center is not required to fundamentally alter the nature of its goods and services and is not required to undertake any undue burden in attempting to accommodate a child with disabilities.

Employees should be made to understand not only what is required by the ADA, but also, what is *not* required by the ADA.

Employee training is best conducted on a two-tiered level. Initially, supervisory and managerial employees should be trained in the requirements of the ADA. Such training should include a thorough review of a child care center's general obligations under the ADA and thorough review of the defenses available to a public accommodation which limit the scope of ADA protection. Supervisory and managerial employees should be made to understand not only what is required by the ADA, but also, what is **not** required by the ADA. An understanding of these distinctions will avoid a situation where a child care center unwittingly provides a greater accommodation than is necessary or undertakes services which are not required by the ADA. (For example, while a child care center may be required under the ADA to administer blood glucose tests to children with diabetes, the center is not required to administer insulin shots.)

The second phase of employee training should be geared to the employees who actually perform the child care services. This aspect of training may prove difficult if the child care provider operates in multiple locations and/or if the employee turnover rate is high. In such circumstances, it may be difficult, if not impossible, to attain a uniform level of practical training through center directors or written materials. Uniform training provided through a company official whose responsibility is to train employees in ADA issues is a workable solution where there are not a great many separate locations. Where the child care facility operates in a multi-state environment, and has several hundred or thousands of employees, an alternative training method is videotape. The videotape ensures that all training is uniform and is easily available to all existing and new personnel. In addition to being in a form which can be easily understood by all center employees regardless of their level of education, a videotaped training method relieve center directors of the direct burden of training each and every employee. Employees who are provided training, whether through written materials, in person or through videotape, each should be required to sign a statement that she/he has received the training and understands it. In addition, employees must understand that carrying out the legal requirements of the ADA is part and parcel of their jobs and that they will be held responsible for doing so.

The final part of this series, appearing in March, will look at **proper ADA resources**, **maintaining accurate records**, and **assistance in the formulation of ADA policies**.

Gil Abramson, a partner at Hogan & Hartson law firm in Baltimore, is a specialist in Labor, Employment and ADA Issues. Abramson represented KinderCare Learning Centers in the negotiations with the Department of Justice and has provided this article through the National Child Care Association.

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Help Your Parents Get $ from I.R.S.

Many working families are not aware of the Earned Income Credit to help families reach financial stability. If they qualify, it is easy to receive. You can copy the flyer below to give to parents.

SAC programs that want more information should contact their local Child Care Resource & Referral Agency (CCRRA). If their local CCRRA is a member of the National Association of CCRRAs, then they have received a large kit on promoting tax help, including the earned income credit.

Child & Dependent Care

Programs should also alert new parents to the Child and Dependent Care Credit, a tax benefit that helps families pay for child care they need in order to work or to look for work. This credit can reduce the amount of federal income tax a family pays in two ways. For families that do not owe taxes at the end of the year, this credit can give them back some or all of the federal taxes that were taken out of the parents' paychecks during the year. For families that end up owing taxes at the end of the year, the credit can lower the amount they must pay.

Any kind of child or adult dependent care can qualify, including care at a center, a family day care home or a church, or care provided by a neighbor or relative (except if provided by a spouse, a dependent, or a child under age 19). If a family receives free child care such as from a state-subsidized program, that care *cannot* be used to qualify for the credit. But if only *part* of a family's child care is subsidized and the family pays for the rest, the amount the family pays can be counted toward the credit.

There are guidelines and restrictions in determining whether a family qualifies for the credit. Programs can direct parents to the IRS, or to information available from their local CCRRA.

Honoring African-American Holidays

School-Age NOTES is interested in how programs celebrated Kwanzaa, Martin Luther King Day, and Black History Month.

While cultures should not be relegated to just one day or month a year, but rather explored year-round, there will always be a need to recognize and discuss these specific dates.

School-Age NOTES would like stories of how you incorporated these experiences into your programs. Send your activities and experiences to: School-Age NOTES, P.O. Box 40205, Nashville TN 37204.

SAC CONFERENCES

TEXAS Feb. 13-15, 1997 **New Listing**
Texas Assoc. for SAC Conference, Austin
Contact: Frankie McMurrey, 817-923-9888

CALIFORNIA Feb. 22, 1997
9th Annual Carousel SACC Conference, San Diego
Contact: Tricia Kendrick, 619-793-0071

GEORGIA Feb. 21-22, 1997
GSACA 6th Annual Conference, Atlanta
Contact: Kimberly Nottingham, 404-373-7414

OKLAHOMA Feb. 28-Mar.1, 1997
6th Annual SAC Conference, Tulsa
Contact: Luanne Faulkner, 800-347-2270

TENNESSEE Feb. 28-Mar.1, 1997
TNSACA 8th Annual Conference, Nashville
Contact: Lisa Beck, 615-259-3418

INDIANA March 8, 1997 **Saturday**
INSACC Conference, Bloomington
Contact: Wendy Perry or Traci Mehay
812-330-7702

MISSOURI Mar. 7-9, 1997 **New Listing**
MOSAC Annual Conference, Columbia
Contact: Jamie Ruffini, 573-526-3961

PENNSYLVANIA Mar. 21-22, 1997
PA SAC "Beating the Heat" featuring Jim Atkinson, Philadelphia, **Contact:** 215-643-3841

CALIFORNIA April 3-4, 1997
15th Annual CSAC Conference, Sacramento
Contact: 415-957-9775

PENNSYLVANIA April 4-5, 1997
PA SACCA, Lancaster, **Contact:** Carmen Weachter, 717-626-2523

NSACA April 17-19, 1997
9th Annual National Conference, Orlando, FL.
Contact: FL SACC Coalition, 407-568-6497

Claim Your Earned Income Credit
A Tax Benefit for People Who Work

WORKERS!
Put Some Extra
MONEY
in Your Pocket!!

You could be eligible!
Did you work in 1996? You may be eligible for the Earned Income Credit. If so, you'll owe less in taxes, and you could get cash back. Even if you don't owe income tax, you can get the EIC!

- Were you raising one child in your home in 1996? Did your family earn less than $25,078? You can get up to **$2,152.**
- Were you raising more than one child in your home in 1996? Did your family earn less than $28,495? You can get up to **$3,556.**
- If you weren't raising a child, did you earn less than $9,500 in 1996? Were you between ages 25 and 64? You can get up to **$323.**

Here's how you get it:

- If you were raising children in 1996, file federal tax return Forms 1040 or 1040A, not Form 1040EZ. Be sure to attach Schedule EIC.
- If you weren't raising children in 1996, just file any federal tax return.

Good news! In almost all cases, the EIC does not affect benefits like AFDC, food stamps, SSI, Medicaid or public housing.

Want more information? Want to find out how you can get your tax forms filled out for free? Call the IRS toll-free at **1-800-829-1040.**

THE 1997 EARNED INCOME CREDIT CAMPAIGN

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RESOURCES

Conferences of National Note

Three conferences addressing various issues concerning children will be held in the spring:

The **Children's Defense Fund (CDF) annual national conference** will be held March 12-15, 1997 in Washington DC. Titled "Standing Strong and Together for Children: Leave No Child Behind," the conference will offer intensive training tracks and more than 100 workshops designed to strengthen media, communications, leadership, and organizational skills, as well as share successful local, state, and federal models and strategies for children. For a conference brochure, call CDF at 301-353-1807.

The 20th Annual **Save the Children Family Child Care Conference**, will be held April 17-20, 1997 in Atlanta. The conference typically attracts over 1,200 family child care providers nationally. Titled "Exchanging Seeds and Cultivating the Field," the conference offers state-of-the-art practice, latest research and policy issues which impact family child care. For a conference brochure and registration information call 404-885-1578, ext. 226.

The World of Play Conference, to be held May 16,18, 1997, is hosted by the International Association for the Child's Right to Play/USA and the University of the Incarnate Word in San Antonio. The conference will focus on the changing nature of childhood, children's play and play environments, and play leadership/play work.

For more information or to make reservations, contact Mary Ruth Moore, Ph.D. at 210-829-3137 or email her at moore@the universe.uiwtx.edu. Registration deadline is April 1, and the registration fee is $50.

S.T.A.R.S. Resource Catalog

Students Taking A Right Stand (S.T.A.R.S.) is a program designed to help students in elementary and secondary schools take the lead in choosing positive lifestyle choices and avoiding unhealthy behaviors.

The resource catalog includes books, videos, training materials, posters and other materials for teachers, student leaders, and other group leaders that address drugs, safe sex, character education, anti-violence and conflict resolution issues. Information on training workshops and seminars to cover issues such as sex education, divorce, suicide, peer pressure, substance abuse, grief, and anger and violence is included in the catalog.

To request a catalog call 800-477-8277.

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School-Age NOTES

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Reflections On Our Profession

by Rich Scofield

Rich Scofield is SAN's Editor/Publisher and has just spent the past year and a half working two afternoons a week in a SAC program.

I realized that 1997 represents my 20th year in the field of school-age care. When I started as a volunteer through my child development graduate program, I didn't know what child care was actually about; did not know that there was even the concept of school-age care; and really didn't want to work with school-agers again after six years of different positions teaching in elementary schools. By 1978 I was coordinating the school-age program for Tennessee's state demonstration child care center and doing workshops on SAC. And in 1980 I started the School-Age NOTES newsletter while continuing to work in various school-age programs to make ends meet. This transformation contains the heart of that which calls us to the profession of school-age care and has key elements of what it means to be a professional in this field.

My transformation was the realization of how much easier it was to work with school-agers if you understood their development, plus I enjoyed being with them outside the curriculum-driven constraints of the school classroom. It became a call to service because I could see that programs were needed, resources were needed, child development knowledge and training were needed, and that there was a need for a way to network the school-age community.

Many who have been in this field for 5, 10, 15 or more years have expressed similar experiences and reasons for commitment to the field. Their ideas contain some of the elements of being a professional. It also mirrors the tremendous growth in the profession's national association, the National School-Age Care Alliance, which is in its 10th year.

Fifteen years ago it was big news if there was going to be one or two events during the year that were on school-age care. Now there are 35 state affiliates, most with annual conferences and other training events, and there are opportunities to tap into the high end of the professional development scale. While we need to look at the professional development issues of doing a better job, we also need to look at the issues that will strengthen the professional field: developing a core of knowledge, conceptualizing where we fit in a continuum of out-of-school youth services, and planning how we implement this knowledge through community and higher education institutions. Here are two great opportunities for that kind of professional development:

Seattle SAC Symposium

An all-day symposium on school-age care that will look at the whole picture of community-based and higher education will take place at the National Association for the Education of Young Children's Institute for Early Childhood Professional Development Conference in Seattle, June 25-28, 1997. For information call NAEYC at 800-424-2460 or 202-232-8777.

Orlando Forum

A half-day professional development forum is a part of the 3-day national school-age conference. See page 7.

INSIDE

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National SAC Positions Open

Executive Director

The National School-Age Care Alliance (NSACA) has created an executive director position for its new national office to be established in the Boston area.

Applicants should have organizational, leadership, and management skill – preferably with non-profit organizations – computer skills, and grant-writing experience.

Responsibilities include managing the daily operations of the organization, developing revenue sources, grant writing, and creating a continuity that reflects the goals of the organization.

Salary range is $45,000-48,000. The position is contingent on the organization's ability to generate and sustain adequate income.

Resumes should be sent to Ellen Clippinger, President of NSACA, c/o At-Your-School Services, 4720 N. Park, Indianapolis IN 46205. Deadline is March 31st. A job description is available by contacting Nancy Mallon at 317-283-3817.

Curriculum & Training Specialist

The School-Age Child Care Project of the Center for Research on Women is a research/action project. The Consultation and Training Department includes training for policy makers, administrators, and program staff across the country. The Curriculum and Training Specialist will work with a team of contracted associates to develop and conduct a variety of training and

(Continued on page 7)

The Business of Quality

by Tony Middlebrooks

Editor's Note: *As a preview for the types of issues that will be discussed at the upcoming NSACA conference in Orlando, we are happy to present this article concerning Total Quality Management in SAC. The author will be presenting a more detailed look at this issue and the quality initiatives his company, AFTER SCHOOL, Inc., has undertaken, at the conference.*

Your organization, regardless of its tax status, is a business, and if you do not act like a business, you'll be out of business. Competition for school-age programming dollars is fierce, especially in larger communities. For-profit corporations, independent organizations, clubs, leagues, recreation departments, and the schools are all working to meet the needs and interests of school-age children.

Businesses prosper through one of three routes: their product is cheaper than everyone else's (but still of satisfactory quality), the quality of their product is better than everyone else's (but still relatively affordable), or their product is something customers cannot find elsewhere, (a niche market). How do school-age care programs fit in?

School-age child care, at the national level, is promoting program accreditation. An accreditation process and program standards are an outstanding advancement, and will help guide the field toward an overall level of satisfactory quality, but is that enough? Whether satisfactory quality is enough for you is a personal decision. What you need to really ask is whether satisfactory quality is enough for your customers.

If your program is like most, your prices are about as low as you can afford to stay in business, your market niche is not remarkably unique, and your competition is more present than you realize. The only routes you have to success as a business are those mentioned above: start a kid-warehouse for thousands at a cheaper price ("volume, volume, volume"), find a way to consistently pursue and achieve higher level of quality service and product ("when you care enough to (use) the very best"), or find a unique and specific niche ("your only car-wash school-age banking laundry service for native Australians").

Which route to choose cannot be answered in a general way at the national level; it is a decision each organization's leadership must address. Altering price and/or specific service(s) will require a major shift in beliefs, activities, marketing, and customer base, and may not result in measurable increases in customer satisfaction, or dollars, for years. However, major changes are certainly worth exploring and, in some cases, may be the only realistic option. If the competition for school-age care in your area is saturated with programs of high quality and programs of low price, a change in strategic position (i.e. the service/product you provide) may be your only route to success as a business.

If your program is like most, your prices are about as low as you can afford, your market niche is not remarkably unique, and your competition is more present than you realize.

One of the most exciting and influential changes in the business world has been the development of a variety of management tools, philosophies and techniques falling under the umbrella term of Total Quality Management (TQM). While TQM has evolved in the corporate world for the last decade, it has only recently been applied to the social service and educational fields.

As a manager, director, or owner of any business, success and survival are your primary concerns. While TQM is no panacea, it does offer a perspective with surprisingly far-reaching consequences. TQM can be condensed into five basic areas of emphasis: *quality vision, external customer, data-driven decision making, internal customer, quality systems.*

- **Quality Vision:** The relationship between customer, quality product/service, and management is the crux of TQM philosophy. Quality is more than an ethical or philosophical endeavor, it is the life of your business, an economic and financial pursuit. Every decision needs to start with an inquiry as to its effect on quality.
- **External Customer/Data-Driven Decision Making:** Only your customers can judge your quality. And a business can only get that information by incorporating methods by which customer satisfaction can be measured. While there are many direct customer feedback mechanisms, what about the customer bases you are not currently serving? Demographic, preference and other data can help you better determine what potential customers want and consider quality. Management decisions should be based on hard data.
- **Internal Customer:** Internal customers – your employees – are the direct link to your customers. You cannot be a success unless your employees are successful. Your job as a manager is to *create the conditions for your employees' success.* Respecting employees' ideas and input, doing what you can to meet their needs, recognizing the critical role they play in your company, facilitating their growth and development, and encouraging their commitment to quality are just a few aspects of this perspective.
- **Quality System:** Quality-enhancing components will only help your company evolve if they are part of a perpetual system, i.e., a system which fuels itself and builds on the past. TQM consists of the systematic implementation of tools to enhance quality. The basic TQM architecture is: quality vision by management, fueled by feedback from internal and external customers, implementation actions, tools and rhetoric to support continuous quality and feedback.

These are nice ideas, but what can I do *now*? In the field of school-age programming, there are a number of things you can do to begin a move toward quality management:

1. Learn all you can about TQM, its techniques and how other businesses (beyond child care) have adopted different parts of it. Many larger cities have organizations that facilitate the pursuit of quality

(Continued on page 7)

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Letting School-Agers Play

by Marsha Faryniarz

Fourteen years ago, when I was a school-age neophyte, my organization was asked to meet with other "child care professionals" in the community to establish a program for "latchkey" children. I was to be the one to implement this model project when it was handed down. I was very much taken aback when I looked at what this group envisioned. They envisioned the after school hours as being filled with various educational enrichments (science enrichment, math enrichment, etc.). In my naiveté I meekly said to one of the committee members, "Gee, won't these kids just want to play?" The committee member smiled so knowingly at me and said, "Don't say that any louder, you would be laughed right out of this room!"

Why is it that play is okay in the early childhood years and, in fact, "developmental" approaches encourage allowing children to play and explore the world on their own terms? At what point in a child's life do we say, "Okay, time to quit playing and start doing meaningful, purposeful things at all times during your waking hours!"? Let's take a look at the day of a preschool child vs. the school-age child.

Preschooler: Mom or Dad gently wakes them up; they snuggle and go down to breakfast that someone has made for them; they get dressed, get in the car and go to child care; Mom or Dad drops them off with a kiss; children play, happy music comes on ("Clean up, clean up…"); circle time with songs and stories; snack; play, stroller ride or go for a walk (all the while with nurturing caregivers tending to their needs); have lunch, take a quiet nap, often falling asleep to soothing music; play; Mom or Dad pick up.

School-ager: "Wake up or you'll miss the bus!" yells Mom or Dad; rush downstairs; get breakfast as they race out the door; "Hello, busdriver!" "Shut up and sit down!"; recess lady; shrill bell sounds (where's the music?); get in the classroom; Yay, Gym Day!; back to class and a math quiz or spelling test; visit school nurse for hearing check; back to teacher; homework assignments; school's out; on to after-school with more adults waiting to instruct them on their activities!

Play is often the only therapy some kids have to get out their feelings.

We have to remember that play is often the only therapy some kids have to get out their feelings. They can't always express their feelings verbally. School-age children don't walk through your door and say, "You know, Mary, I find physical education to be very intimidating because my skills aren't up to par with the other children and the teacher is very demanding in her expectations of where I should be developmentally." or "Boy, it was so frightening to me when I had to go up for a hot lunch today and the lunch lady, who looks like one of the covers of a "Goosebumps" book I'm reading, told me I needed to hurry up and decide between peas or beans and I sensed some latent hostility in her voice." However, they can curl up with a book and escape for a bit, or play act in a way in which they can appropriately release some of that pent-up fear or exasperation or kick a kickball *really* hard and feel much better because in their mind the ball *was* the gym teacher or the lunch lady.

When did play become a four letter word? Just last year I received a call from a parent who was quite upset because her child said all she did after school in my program was play! Another mother said to me, "I don't want to enroll my child if all he is going to do is play. If I wanted him to do that, I would hire a babysitter." Parents and some caregivers have forgotten all the learning that can take place with play, to say nothing about the self-esteem and confidence building that happens when children learn on their own terms and are permitted time to be "kids."

I looked up the definition of "play" in the dictionary: **Noun** - "recreation, amusement, especially as the spontaneous activity of children or young animals. **Verb**- "occupy or amuse oneself pleasantly with some recreation, game, exercise, etc.; act lightheartedly, flippantly (with feeling); to participate, cooperate; move about in a lively, unrestrained manner; to pretend to be."

Then it occurred to me that we refer to what we offer children after school as "programs." The definition for "program" is a direct juxtaposition of "play": **Noun**- "printed list of a series of events; plan of future events; a course or series of studies, lectures, etc." **Verb**- "make a program or definite plan of; provide with coded instructions for the automatic performance of a specific task; train to behave in a predetermined way."

When I looked back at the progression of the curriculum in some school-age programs, it was amusing what I found. I'd like to share with you how some of the original curriculum calendars at the YMCA looked over the last 14 years:

2:30-2:40 - Attendance
2:40-3:10 - Circle/Sharing
3:10-3:30 - Snack
3:30-4:00 - Outside Play
4:00-5:00 - Science/Math Enrichment
5:00-5:30 - Quiet Time/Pick-Up

Wow, we really knew school-age kids, didn't we? Through the years, we learned through our children, we changed the calendar to include more options, did away with strict timelines, allow more play outdoors and in, and we still continually strive to make our program one where kids determine what the program looks like. The ideal curriculum calendar would look like this to me:

Welcome
Play
Eat when your hungry

Can you imagine the feedback I would get from some of the parents? Imagine - kids having to entertain themselves with only minimal guidance and direction from adults for 3 hours each day. Could it be that this is just what we did when *we* were growing up?

(This article was adapted for a keynote address to the 1996 Vermont SACC Conference. Marsha Faryniarz is the Director of School-Age Programs at the Greater Burlington YMCA in Burlington Vermont.)

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Communication

April celebrates communication of many sorts, starting off with April Fools Day and National Laugh Week. Dust off all the knock-knock jokes anyone has ever known. Who knows the most answers?

Secret Codes

Give each letter of the alphabet a number and give a message in number code to decipher. The message could give an instruction as to where snacks or toys for an activity are hidden.

Hello, Long Distance?

Both Marconi (inventor of the radio) and Morse (inventor of the telegraph) were born in April. Albert Einstein explained about these communications: "You see, wire telegraph is a kind of very, very long cat. You pull his tail in New York and his head is meowing in Los Angeles. Do you understand this? And radio operates in exactly the same way. You send signals here, they receive them there. The only difference is that there is no cat."

Make paper cup and string telephones. Make sure the string is taut to send a clear message.

Play a circle game of "Telephone." Each child passes the same whispered message from one person to the next. How garbled was the message when the last person repeats it out loud?

Ancient E-Mail

Early telegraphs included lines of men shouting, smoke signals, mirror signals or use of semaphore flags. Try them. Which works best for you?

Arbor Day

Many states celebrate Arbor Day during the third week of April. This is the 150th anniversary.

Join the National Arbor Day Foundation with a $10 contribution and receive ten free Colorado Blue Spruces, or other conifers selected to grow in your area. Your trees, each six to twelve inches, will come with easy planting instructions. Trees are shipped at the right time for planting in your area. The trees are guaranteed to grow, or the Foundation will replace them free of charge. Write to: The National Arbor Day Foundation, 100 Arbor Avenue, Nebraska City, NE 68410.

Celebrating Children's Books

The celebrated children's fairy tale author, Hans Christian Andersen was born on April 2, which has been designated as International Children's Book Day. Celebrate by having small groups do pantomimes of his most well known stories: "The Ugly Duckling," "The Emperor's New Clothes," "The Princess and the Pea," "The Little Mermaid," "Thumbelina." Can the audience guess the title of the story?

Catch As Catch Can

Provide a ping pong ball and a can or paper cup. Have the player release the ball with one hand. Allow it to bounce once or twice. Using the other hand, catch the ball in the container. Use a wide mouth container for younger children.

Grow Rock Candy

Stir sugar into 2 cups of very hot water until no more sugar will dissolve. Suspend a wet cotton string from a pencil across the top of a medium-sized jar. Weight the other end of the string with a large clean paper clip or nail. Fill the jar with several inches of the sugar water solution. Leave the jar, *undisturbed*, in a cool place. Within a day or two sugar crystals will form along the string.

Heads Up

Review bicycle safety rules. Discuss making safe turns using hand signals, riding at least four feet from parked cars, watching out for doors opening into you.

Good Knights

In April we remember St. George, mythical dragon slayer. The Company of St. George, founded in the 1300s in England, fosters chivalry by example. Give everyone a knightly title, Sir Redhead, Lady Brightsmile, etc. Teach them how to bow and curtsy. Each knight and lady must perform a chivalrous act to keep their title: hold the door for another, speak politely, help carry something, etc.

Slay the Dragon

Make a dragon decorated plastic bag pinata. Fill it with some wrapped candies and crumpled newspaper balls to fill up the extra space. Hang it up and "slay" the dragon.

Play Ball

Baseball season starts in April. Have everyone make a pennant for their favorite team. Go over the basic rules and what the baseball terms mean. Draw a picture of a giant baseball and let everyone sign it. Arrange a baseball card swap day or have everyone make a card for their favorite player.

Don't Be A Chicken

Make gelatin eggs. Put top half of a plastic egg in an egg carton. Fill with prepared, but not set, gelatin dessert mix. Refrigerate till set. Put bottom half of plastic egg in carton, fill with gelatin. Put the top of the egg on the bottom. Close tightly. Refrigerate till set. Put egg in hot water for 1 minute to remove. It's hatched!

Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Mary Swain Landreth* of Orlando, Florida.

47 Activity Ideas

The minimum number of Activity Ideas in this issue is 47.

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APRIL CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
FOOLED YA'!	Decorate a folded newspaper hat with paint or markers. Pin on bells. Be a jester.	Fool someone today by doing something extra nice they don't expect.	There are many words for laughing: chuckle, guffaw, giggle. Invent and draw a new dessert and give it the name of a laugh.	Comic strip artists often work in groups. One might draw, another add the color and another the words. Get some groups together and make a strip for National Laugh Week.	Most TV shows add a laugh track. Use a tape recorder and make your own laugh track. Play it back and see if you can keep from laughing.
STEP OUTSIDE	Make a list for an outdoor scavenger hunt: pine cone, bug, feather, number of windows in a building, piece of litter - the more the merrier. Provide a small bag.	Give everyone part of an egg carton, dirt, seeds - dried lima beans work well. Water and watch.	Feed a bird today. Make a popcorn necklace and hang it on a branch. Eat the leftovers.	Feed a kid like a bird. Make "dirt" cups with chocolae pudding, chocolate cookie crumbs on top and gummy worms.	Find a member of your group who doesn't know an outdoor game that you know and teach her.
BOOKWORMS	The Library of Congress celebrates its 197th birthday. In 1992 it acquired its 100 millioneth item. How many books are in your local library?	The Library of Congress is the largest library in the world with holdings in over 450 languages. What words do you know in another language?	Look in the front of a book and find the Library of Congress number. Make your own book. Include Library of Congress Cataloging-in-Publication data, a dedication and a title page.	April 16, 1828– *Webster's Dictionary* was first published. Find one new word you never knew before. Make up a word and a definition.	Choose a partner. Choose a book. Take turns reading to one another for 10 minutes.
RIDE SAFELY	Bicycle Safety Week is this month. Draw a map of your bike riding route. Note its hazards: driveways, slippery gravel, heavy traffic.	Find ways to decorate your bike. Thread crepe paper through the spokes. Use spring clothes pins to hold sports cards against the spokes and make bike music.	Make sure your bicycle works the way it should. Learn how to use a tire gauge and bicycle pump. Check your brakes, tire pressure, and handlebars.	Using a local map, try to find bike paths or park areas for safe biking. Write down directions from your house. Can you find your house on the map?	The Boston Marathon is held on the Monday closest to April 18. Mark off a lap and give entrants numbers to wear. A cheering audience on the sidelines is important.
GROWING	Tater Day – On the first Monday in April farmers in Benton, KY brough or sold sweet potato slips for planting. Try sprouting one. Eat potato chips to celebrate.	Draw a very long and winding chalk line on cement. See if you can walk the "tightrope" without falling off.	Mark your height, initials and date on a large piece of paper taped to a safe place on the wall. Check in a month and see who has grown.	Plant a reverse garden. Plant paper, fabric, styrofoam, bread, and plastic wrap in 5" deep holes. Mark each one. Water daily for a month. Dig them up. What happened?	Two teams search for 40 different sized pieces of string hidden in a room. Tie the pieces together. The team with the longest tied together piece wins.
APRIL SHOWERS	How rainy is it where you are? Set up a rain gauge. Mark 1/4" measurements on a tube and hang it on a fence. Check it after a rain.	Rainbows are formed by the refraction (bending) of sun rays through falling raindrops. Use a prism to show the colors in refracted light.	Learn a new song to sing in the shower.	"Fingerpaint" with shaving cream on a desk or table. Good clean fun!	Draw a big picture chart of the water cycle: evaporation from the earth's surface to clouds to rain or snow fall.

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ADA Compliance: Resources and Records

by Gil A. Abramson

Part 3 of a 3 part series

The recent Settlement Agreement between the U.S. Dept. of Justice and KinderCare Learning Centers, Inc. sets forth what the DoJ describes as a blueprint for the child care industry's compliance with The Americans with Disabilities Act. The first two parts of this series addressed ***establishing sound ADA policies, proper enrollment policies*** *and* ***employee training.*** *This final part of the series looks at acquiring appropriate resources for ADA education and compliance understanding, maintaing accurate records and finding assistance in the formulation of ADA policies.*

Proper ADA Resources: Most employers with a significant number of employees regularly engage an individual or individuals whose responsibility is to administer and explain the company's non-discrimination obligations. In the employment context, these functions are performed by human resources personnel which may or may not include a specifically designated EEO officer. In the ADA context, which pervades not only employment but the provision of the goods and services which are the backbone of the child care industry, a centralized coordinator of ADA services is a helpful addition. Such a coordinator can function as a resource for all employees, fielding inquiries regarding both the enrollment and care of children with disabilities and relieving center directors of the necessity to become experts in all ADA matters. In addition, the coordinator can serve as a company resource to field questions from parents of children with disabilities who are enrolled or who are seeking enrollment in a child care center. The coordinator would be in a position to monitor the enrollment, nonenrollment and disenrollment of children with disabilities based upon centralized policies. The centralization of this resource and informational function provides protection for the company because one person, trained as an expert, is coordinating and defining ADA policy. The company thus has more control over questions of enrollment, disenrollment and care. Mistakes in the application of the ADA can be avoided because center directors, who generally focus on increasing and maintaining enrollment figures, will not have to rely on their own intuition or judgment in devising reasonable accommodations for children with various levels of disabilities. A centralized coordinator will have information regarding accommodations requested and made in all centers.

The retention of information regarding the ADA is advisable.

Maintaining Accurate Records: Just as human resources departments maintain various EEO records regarding the composition of the work force and monitor applicant flow and hiring data, the retention of such information regarding the ADA is advisable. Centralized monitoring of all enrollment, nonenrollment and disenrollment of children with disabilities and the maintenance of records regarding all inquiries from or on behalf of children with disabilities can provide helpful information. In addition, such records may prove to be a valuable defense when claims are raised by children who have been denied enrollment or who have been disenrolled.

Assistance in the Formulation of ADA Policies or the Application of ADA: Several organizations throughout the United States regularly provide information regarding the application of the ADA. These organizations generally are university-based or are sponsored by numerous disability rights organizations. In addition, the United States Dept. of Justice Disability Rights Section will provide "technical assistance" with regard to the formulation of policies and inquiries regarding the application of the ADA. Perhaps the best source of information on the ADA is through attorneys who specialize in the ADA. While the utilization of an attorney may involve a cost factor, it also provides a safety net of attorney-client privilege for all communications which need not be revealed in a litigation setting.

(Gil A. Abramson, a partner at Hogan & Hartson law firm in Baltimore, is a specialist in Labor, Employment and ADA Issues. Abramson represented KinderCare Learning Centers in the negotiations with the Department of Justice and has provided this article through the National Child Care Association.)

Association Is Voice For Affordable Care

School-age care directors have a new resource to turn to for assistance with advocacy and information about current child care issues affecting children and families.

USA Child Care is a nonprofit membership organization for child care directors. Its purpose is to provide a national voice for direct service providers to ensure that quality, comprehensive early care and education (up through age 12) is affordable and accessible to all families.

The **USA Child Care Policy Institute** was established in 1995 by USA Child Care to provide training and leadership development to improve the quality of child care across the country. With a grant from the David and Lucile Packard Foundation, the National Development project assists with the development of child care provider associations in states where they don't already exist. In addition, an Information Network is collecting information of use to child care directors and administrators, legislators and professionals in related fields. The Information Network will begin service on April 1, 1997.

School-age care directors and state alliances are invited to participate in both areas of the project. State child care associations will work together with state school-age care organizations, providing a voice for direct service child care providers, especially as child care advocates. The information service will collect school-age care information and resources for distribution to center directors with school-agers in their programs.

For more information about USA Child Care, contact Kathleen Hermes, 913-385-0034, or email inquiries to her at usaccare@aol.com.

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Washington Notes

by Charles Pekow

Charles Pekow is Editor of "Day Care U.S.A." This report is written exclusively for SAN readers.

New School-Age Initiatives in Federal Budget

$19 Million for SAC Continued

New federal school-age initiatives may lie around the corner. The president is asking Congress to start several new programs and expand existing ones for FY 98.

The budget request includes $19 million earmarked from the Child Care & Development Block Grant (CCDBG) for school-age and resource & referral activities, which states could get Oct. 1. As usual, states wouldn't get the rest of the $1 billion discretionary CCDBG money until the following October. The budget also includes $2.175 billion in mandatory CCDBG money under welfare reform. Funding for the Social Services Block Grant would go down $120 million to $2.38 billion. The administration also requests $13 million for Community Schools.

SAC Learning Centers

The Dept. of Education (DoE) meanwhile, wants to start a $50 million After-School Learning Centers program. Rural and urban public schools could get the money to stay open after class time for activities to improve student achievement and keep youth way from violence and drugs. DoE figures "hundreds" of schools could start programs with the funds.

Gang Prevention

The Dept. of Justice (DoJ) is also expanding its crime prevention money for youth programs. It hasn't worked out the details, but is asking for a new $75 million Anti-truancy, School Violence & Crime Intervention Program. This would include the $20 million presently provided by Title V of the Juvenile Justice & Delinquency Prevention Act. The funds would be available for after school activities to keep youth out of gangs and other trouble. DoJ also wants another $11 million for Part D Youth Gangs for similar purposes. And it wants to double to $2.205 million the funding for Law Enforcement Family Support, money police departments can use to provide services to officers' families, such as school-age care.

AmeriCorps

President Clinton, who every year has succeeded in defeating Republican efforts to kill the Corp. of National & Community Service, wants to increase the budget substantially. The agency wants to support school-age programs. The request: $100 million for the National Service Trust, up $41 million; $296 million for AmeriCorps Grants, up $81 million; and $53 million for Learn & Serve America, up $10 million.

Environmental Education for SAC

Finally, the Environmental Protection Agency has asked for another $7.8 million to continue its Environmental Education Grants program that school-age programs can get to teach ecological awareness.

Quality...

(Continued from page 2)

initiatives in the business world. The library is also a great place to start.

2. Start a dialogue about quality with others in your field, especially your own employees. What is quality in our program? What does quality entail? How do we know?

3. Commit to quality as a priority pursuit. Begin every potential decision with a consideration of how quality will be effected. Implement one tool at a time and find what works for your organization.

4. Commit to creating the conditions for your employees to succeed. Remember, their success is your success.

5. Ask lots of questions. The best businesses are often combinations of the best practices from other businesses.

(Tony Middlebrooks is Program Director for AFTER SCHOOL, Inc. in Madison WI. He has been in the school-age field for 10 years.)

SAC Positions...

(Continued from front page)

consultation activities including delivering training and designing workshops and other training materials.

Salary is $40,000 but this is a "soft money" position and will be contingent on the SACCProject's ability to generate and sustain adequate levels of fee-for-service income.

Resumes should be mailed to Ellen Gannett at the SACCProject, Center for Research on Women, Wellesley College, Wellesley, MA 02181, or faxed to 617-283-3657. For a more detailed job description write or fax to the above, **no phone calls please**. Deadline is March 31st.

In Orlando...

Hotel Booked, But Registration Still Open

Yes! You can still register for the National School-Age Care Alliance Conference, April 17-19, 1997 in Orlando. If you need registration information, call 407-568-6497.

The Omni Rosen Hotel, where the conference will be held, is completely booked. Here are three hotels that are literally next door:

Red Roof Inn (there's only one in Orlando) - $67 sgl/dbl, 800-THE-ROOF.

Hawaiian Court Howard Johnson's - $84 sgl/dbl, 800-446-4656.

Sea World Days Inn - $59 sgl./$69 dbl, 800-325-2525.

SAC CONFERENCES

INDIANA March 8, 1997 **Saturday**
INSACC Conference, Bloomington
Contact: Wendy Perry or Traci Mehay, 812-330-7702

MISSOURI March 7-9, 1997
MOSAC Annual Conference, Columbia
Contact: Jamie Ruffini, 573-526-3961

ILLINOIS March 21-22, 1997 **New Listing**
ISACCN Annual Spring Conference, Chicago
Contact: Maria Walker, 312-942-6501

PENNSYLVANIA Mar. 21-22, 1997
PA SAC "Beating the Heat" featuring Jim Atkinson, Philadelphia. **Contact:** 215-643-3841

CALIFORNIA April 3-4, 1997
15th Annual CSAC Conference, Sacramento
Contact: 415-957-9775

PENNSYLVANIA April 4-5, 1997
PA SACCA, Lancaster. **Contact:** Carmen Weachter, 717-626-2523

NSACA April 17-19, 1997
9th Annual National Conference, Orlando, FL
Contact: FL SACC Coalition, 407-568-6497

SOUTH CAROLINA May 3, 1997 **New Listing**
3rd Annual SCSACC Conference, Columbia.
Contact: Tom Widlowski, 803-849-2829

ALASKA May 16-17, 1997 **New Listing**
Annual Spring Conference, Anchorage
Contact: Barb Dubovich, 907-279-3551

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

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RESOURCES

Violence Prevention

The following resources were seen in an advertising card pack from the Bureau for At-Risk Youth. School-Age NOTES has not seen nor reviewed these but thought readers may be interested in contacting them for more information:

- **The Bureau for At-Risk Youth**, P.O. Box 760, Plainview NY 11803, (800)99-YOUTH, has discipline resources and other relevant materials. Ask for **FREE** catalog.
- **Sage Publications**, P.O. Box 5084, Thousand Oaks, CA 91359, (**Area Code 805**) 499-9774, has youth and violence resources. Ask for a **FREE** catalog of their publications.
- **Crisis Prevention Institute**, 3315K North 124th St., Brookfield, WI, 53005, (800)558-8976. Request **FREE** catalog.
- **Altschul Educational Media**, 1560 Sherman Ave., Suite 100, Evanston IL 60201, (800)323-9084, has a school violence prevention program for K-9 students and staff. Call for **FREE** catalog.
- **Meridian Education Corp.**, 236 East Front St., Bloomington IL 61701, (800)727-5507. Request two **FREE** catalogs, the elementary catalog and the home economics catalog.

Take Our Daughters To Work® Day

The Ms. Foundation for Women's fifth annual **Take Our Daughters To Work® Day** is scheduled for April 24, 1997, a day that encourages adult mentors to take school-age girls into the workplace for a day to expose them to the wide range of career opportunities they can pursue. In addition, the Ms. Foundation has a Girls, Young Women and Leadership program that focuses on girls' health and resilience; ending violence against girls; non-sexist and non-violent curricula; teen pregnancy; and other public education campaigns. To request an organizer's kit for Take Our Daughters to Work® Day or for information on the other programs for girls and young women, call 800-676-7780.

Magazine For and By "Creative Kids"

The *Creative Kids* magazine is a quarterly publication written almost entirely by school-age children. The magazine features students' artwork, poetry, prose, games, and a chance to express opinions on various issues.

Subscriptions are $19.95 a year, $34.95 for two years. For more information write to Creative Kids, P.O. Box 8813, Waco TX 76714-8813.

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School-Age NOTES

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Special Report

Academic Enrichment Programs: Coming Soon To Your Town!

by Charles Pekow

After six hours of academia, elementary school-agers need recreation, nourishment, and a chance to blow off steam. Or so goes the predominant philosophy of school-age care.

Three companies are rapidly invading public and private schools with prepackaged [academic enrichment] curricula for 3 to 6 p.m.

Until now, that is. A new well-financed wave is beginning to hit the after school shore. In lieu of traditional after school programming, it offers academic enrichment, catering to parents who think their children don't learn enough in school. The movement could offer parents a choice – a recreational and social focus vs. an intellectual development one. Or it could force traditional school-age providers out of the market in schools that can't support two programs.

Three companies are rapidly invading public and private schools with prepackaged curricula for 3 to 6 p.m. Instead of emphasizing sports, arts, and social skills development, they teach traditional academic subjects to expand children's minds and enhance readiness for the academic rigors of high school and college.

One of the firms, Voyager Expanded Learning, born two years ago in Texas, may hit your city soon. Voyager offers "eight core subjects": biology, arts, languages, physics, astronomy, technology, history, economics. Its slick brochure touting its program features a small boy in an oversized business suit and glasses with a briefcase pretending to read the Wall Street Journal. The brochure touts "Voyager extends the school day for children from kindergarten through eighth grade by up to three hours of affordable, high-impact learning, converting currently unproductive time into the equivalent of five additional years of schooling."

Voyager promises to staff each class of 25 with three adults: a teacher hired from the school, a "navigator," and a parent volunteer. It aims to hold children's interest in academic pursuits beyond the six-hour school day with a format designed to stimulate children more than traditional lectures and memorization: hands-on ungraded activities - and no tests. "If it were more of the same, it would not be good for most kids and be pretty boring and drudgery for most kids," says Voyager president Vernon Johnson. One lesson Voyager learned quickly, though: it had to provide a snack and transition time. When it didn't, youngsters got restless very quickly.

Voyager began with 12 pilots in the Dallas area in August 1995. Encouraged by quick success, the company is embarking on rolling out nationally as fast as it can, open at 23 sites already in Houston; plus locations in Wilmington DE, Albuquerque NM, and Baltimore. It plans to operate in 700 schools this spring.

It certainly impressed local educational leaders. Johnson created a local stir when he resigned as head of the Richardson Independent School District midterm (in suburban Dallas) to become Voyager president. And Dallas' school superintendent Chad Woolsey left his job to head the Voyager Foundation, an adjunct that raises scholarships for the program. The foundation's goal: provide tuition assistance to half of Voyager attendees.

Voyager charges on a sliding scale. It reduces the normal $45 per week fee to $27 for families eligible for reduced-price school lunches and to $20 for those who qualify for free meals. If parents can't pay that, Voyager charges only $10 per week. "We take the principals' word that the child qualifies," Woolsey says. Schools may pay

[The Voyager Expanded Learning program] plans to operate in 700 schools this spring.

Voyager with Title I money, Johnson says. Voyager asked the Dallas Independent School District for a grant, but an uproar by non-profits put that idea on hold.

Meanwhile, Sylvan Learning Systems, Inc., a publicly traded education and testing firm, won't let Voyager enjoy the market alone. Sylvan teamed up with the National Geographic Society to offer a hands-on curriculum using computers, video production, photography, the Internet and multimedia to offer science, art, history, and other similar subjects to Voyager. The program also includes homework help and physical activities. It started this winter at several sites in Maryland. It plans to roll out nationally in August or September, mainly in suburbs, company spokesperson Vickie Glazar says.

Sylvan hasn't yet worked out some crucial details, such as how to provide a snack for hungry school-agers and providing tuition assistance for hungry parents. Syl-

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Enrichment...

(Continued from front page)

van doesn't plan to provide transit.

And a third company plans to roll out the same idea this September out of Baltimore. Sarah Whitman, a former Clinton administration official who helped found AmeriCorps, is creating Explore, Inc., which plans to offer before-and-after school programs for grades K-8 – and all day during school vacations, including a summer camp. Besides the academic subjects, Explore promises daily physical activity, ranging from dance to soccer to karate. The afternoon will start with a snack, followed by recreation. Next comes structured curricula, followed by a free period or homework support.

Whitman also plans to draw on her AmeriCorps experiences to require students to take part in community service projects. "You are a citizen before the age of 18," she says.

Venture partners have provided the capital the company needs to get going, Whitman says. Explore plans to develop a sliding tuition scale and operate in varied income areas of cities and suburbs.

Are Licenses Needed?

These programs provide daily after school activities for children while their parents work. So do they qualify as child care needing state licenses? The companies insist they provide education – not custodial care – and don't need licenses.

Voyager says it employs public school teachers to lead classrooms – not traditional caregivers. But in Dallas, teachers remain on the clock until 4 p.m., so other adults must supervise the children the first hour. Texas officials agreed with Voyager, however, and exempted it from licensing. Texas law exempts public school programs from licensing, on the theory that another government already supervises the programs. State education department officials convinced licensing officials that "the Voyager program was an integral part of the school curriculum," explains Texas Licensing consultant Paul Grubb. The state distinguishes Voyager's goals from after school programs with activities but "a caretaker responsibility," Grubb adds.

Voyager has carefully constructed its contracts to state that it is only providing curricula and consulting and that the teachers remain employees of the schools. (Voyager provides training for managers.) Therefore, it argues, the program merely extends the school day and doesn't need child care licensing.

"We teach principals and superintendents that the thrust is to extend the school day. We say if you don't want to develop your own after school program and [do] the very extensive planning, we'll come to the school district as a consultant," Woolsey explains. "We have the curriculum and training already."

"We can add 90 days to the school year with our after school program."

— Chad Woolsey, Voyager Foundation

Not all states have answered the licensing questions. While Sylvan officials take the same attitude as Voyager, Maryland officials say they haven't decided yet whether to require child care licenses of these programs. Maryland law defines child care as group care provided at least twice a week in parental absence where children aren't free to leave at will. It exempts programs that give lessons on a particular subject (music, dance) and sports.

"We have to really look closely. They are sort of treading the line," says Hazel Watson, assistant director of the Office of Licensing in the Maryland Child Care Administration. Since Voyager and Explore plan to operate on some school holidays that aren't official holidays (such as teacher conference days), licensers could argue that the programs aim to provide care while parents work, not specialized lessons. Johnson says Voyager will obtain licenses wherever states require them.

Competitors take issue with the no-license position. "If it is five days a week set up to meet the needs of working parents, it is child care," opines Barb Taylor, child care director of the YMCA of the USA. And while Voyager emphasizes "expanded learning," its brochure also discusses "the new reality" of working mothers and notes that "44% of children under the age of 13 have no arrangements for after school care."

Adds Sally Luedke, director of program services for the San Antonio (TX) YMCA: "They don't seem very different from us. We have extended day as well as after school care... We use teachers."

The Internal Revenue Service considers the programs child care from a tax point of view. Parents can claim the Dependent Care Tax Credit for these programs. "It does not matter what you call them, as long as parents place children there after normal school hours while the parents work," spokesperson Don Roberts says. But parents paying private school tuition can only claim the credit for the after school portion.

Good Programs, But Good for Children and the Marketplace?

"We can add 90 days to the school year with our after school program. You can extend the school year without costing the taxpayers a thing," Woolsey remarks. [**Editor's Remarks:** This is not a new concept. The December 1991 SAN feature, "Extended Day and Enrichment Programs–Educational Solution or Dangerous Trend?" reported that "U.S. Secretary of Education, Lamar Alexander, has called extended school programs a solution to the problem of how to pay for more pupil hours. He favors extending the school day and school year by making it optional and charging parents for extra instruction."] Johnson adds, "We need more time with learning because kids' performance is not where it needs to be," and Voyager helps remedy that while simultaneously serving the needs of working parents. YMCAs can only serve a fraction of the millions of latchkey children, he notes. "I don't think the Y's or

(Continued on page 6)

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Fostering the Imagination

by Marsha Faryniarz

One of the saddest observations I have made about many school-age children is that they don't use their imaginations anymore. It's as if with everything we have for kids today, the imagination isn't needed; it has become obsolete. We give kids everything we can so they don't need an imagination.

When I was a child, I can recall sitting in the upstairs hallway with my brothers and sisters and pretending we were on an airplane headed for some unknown destination. Or we could go off into the woods and build secret clubhouses with sticks and leaves and play out many exciting scenarios. Our imaginations could keep us entertained for hours.

"[With] television, video and computer games, [children] don't have to think, imagine, and I'm not sure much learning occurs either."

Kids today have no need for imaginations. They don't even need an imagination for Halloween costumes because for $40 or $50 we can purchase one out of a catalog. They don't need to build tents with blankets and clothespins, because now we can buy tents or teepees ready-made for kids. We can buy complete trunks of imaginary play themes from firefighters to pirates to ballerinas. Tell me, where does the imagination come in?

Technology is certainly largely responsible for kids losing their imaginations. Television, video games, and computer games entertain our kids for hours everyday and they don't have to think, imagine, and I'm not sure much learning occurs either. I've never seen or used a virtual reality machine. However, I think it must be the ultimate in imagination stealing. Kids can just stand there and this machine will make it look like they're interacting. Great! Once we get Virtual Eating and Virtual Sleeping, kids won't need to do anything at all!

The other more serious consequence is that we are raising kids who don't know how to think creatively. We all know that "creative thinking" is imperative for problem solving in this day and age. The world is changing ever so quickly and those who can't think on their feet and think outside the "box" will never be able to keep up.

How can we foster imagination in the children we care for? There are thousands of ways. Here is just a partial list:

➡ **Get an old door** and every month paint it differently to reflect different environments (i.e. a cave, ocean, pirate ship). Ask kids to write or tell about what's behind the door.

➡ **Take the children outside** and have them look at clouds. What do they see?

➡ **Set your space up differently** on occasion and use themes (i.e. rainforest, airplane, business office). Use you own imagination!

➡ **Make sure all your projects are open-ended**

➡ **Allow children to resolve** their own conflicts. (You won't believe the creativity you'll witness!)

➡ **Play the "What if?" game:** "What if we opened our door and saw an alien spaceship on the lawn?" "What if we were digging in the backyard and found a treasure chest that said, 'Warning! Do not open!'?"

➡ **Buy an old trunk** and make it a "mystery" trunk with different articles inside to be unnamed.

➡ **Respect children's requests** to do "nothing." It is often these times when they really are using their imagination.

➡ **Read books and poems** that foster imagination. Some favorites are:

Where the Wild Things Are
(Maurice Sendak)
Where the Sidewalk Ends
(Shel Silverstein)
The Lion, the Witch and the Wardrobe (C.S. Lewis)
James and the Giant Peach
(or anything by Roald Dahl)
Alice in Wonderland
(Lewis Carroll)
Treasure Island
(Robert L. Stevenson)
and many more...

Wouldn't it be sad if we raised a generation of children who couldn't imagine? There would be no more A.A. Milnes, no more Robert Louis Stevensons, Walt Disneys or Shel Silversteins to tickle our imaginations.

The imagination can give children ...renewed energy to face whatever it is that they are finding hard to handle.

The last, and very important, consideration is that imagination is sometimes the only tool some children have to escape some very real problems in their lives. Kids are asked at very young ages to deal with very adult problems. Children need to understand that you can't run away from problems and they do need to be faced. However, the reality is that an imagination can give children some much needed respite and perhaps renewed energy to face whatever it is that they are finding hard to handle.

Imagine...a generation of children without the ability to think creatively because they never had to. It's a sad and scary thought and one that we, as caregivers, should commit ourselves to combating. When the children seem restless, don't think about what you can do to *entertain* them. Better yet, find a hallway, a couple of blankets and announce..."Ladies and Gentlemen, welcome to Flight 3356, destined for...wherever!"

(This article was adapted from a keynote address to the 1996 Vermont SACC Conference. Marsha Faryniarz is the Director of School-Age Programs at the Greater Burlington YMCA in Burlington, Vermont.)

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Mysterious May

What's In the Bag?

Label several small brown paper bags with a letter of the alphabet. Put an object in each bag that begins with the letter on the outside. Then have children guess what is in the bag using the first letter as a clue. OR Place an object in the bag and have the children guess what is inside by feeling the object through the bag.

Secret Writing

Dip a toothpick or cotton swab in lemon juice and then write a message on a piece of paper. Hold the paper over a heat source such as a light bulb or toaster to make the message appear. Use this activity in conjunction with the Mystery Prop Box and write secret clues.

(This activity appears in the book Rainy Days and Mondays, *available from School-Age NOTES.)*

Mystery Prop Box

Use a plastic box or container to create a Mystery Prop Box. Include items like small notepads and pencils, magnifying glasses, talcum powder and brushes, cellophane tape, ink pads, and small baggies or containers for collecting clues.

Children can use the tape to remove fingerprints off of objects such as door knobs, or drinking glasses. Using a brush, dust the fingerprints with powder and lift off with the tape.

Encyclopedia Brown

Read a story or two from the mystery stories of *Encyclopedia Brown*, by Donald J. Sobol. These books should be available in the school or local libraries. See who can solve the mystery first. Provide other mystery stories for everyone to read in the program's "quiet" area.

Crypto-Codes

Have children develop a secret alphabet code and then write a message using the code. Exchange with others to try to "crack the code." Try writing special messages to your school-agers, such as the snack menu or special activity for the day in a crypto-code and let them decipher the message.

Sample code:

A=Q	F=Y	K=A	P=H	U=X
B=W	G=U	L=S	Q-J	V=C
C=E	H=I	M=D	R=K	W=V
D=R	I=O	N=F	S=L	X=B
E=T	J=P	K=A	T=Z	Y=N
				Z=M

Hide 'n Seek with a Twist

In this version "IT" hides while the other players count. All the players then search for "IT" and as each player finds "IT" they hide with him or her. After three or more players have found "IT" and are hiding together, they may travel to a new hiding place. The game is over when all players have found "IT." The first person who found "IT" is "IT" for the new game.

Mystery Snack Bags

2 c. graham cereal
1 c. mini-marshmallows
1c. peanuts
1/2 c. chocolate chips
1/2 c. raisins
Variations:
1/2 c. flake coconut
6 oz. of dried fruit
1/2 c. M&M's
Mix together and serve in small baggies for all day snacking!

Mysterious Dramatic Play

Divide children into groups of 4 or 5. Give each group a picture cut out of a magazine and give them several minutes to create an improvisational mystery skit based on the picture. Each group will perform their skit for the others. (This activity works best with children third grade and higher.) Take the activity a step further by having children write a mystery story based on the picture.

For example: A picture of a vase with flowers could turn into a mystery skit about a precious vase that was stolen from an art gallery, or a prize flower that will not grow anymore.

Mystery Magazine Scavenger Hunt

Give each child one or two magazines and scissors. As each child finds an item on the list below, they cut it out and paste it on paper to create a collage. When the collages are finished, display them around the program.

Items to search for:

shampoo	number 5
letter M	house
woman	recipe
child	telephone
the word "Love"	television
car	tennis shoes
flower	a sport
sunshine	clothing
shoes	spell the word "mystery"
toothpaste	piece of furniture
favorite something	book
food item	radio
man	vacation place
baby	dishes
tree	something mysterious

(From Rainy Days and Mondays.*)*

Missing Penny

Have one child hide a penny or other small object in a designated area. Have the other players look for the penny using "hot" and "cold" clues.

Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Alycia G. Orcena* of Marion, Ohio.

45 Activity Ideas

The minimum number of Activity Ideas in this issue is 45.

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MAY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
ASIAN-PACIFIC	*Asian-Pacific American Heritage Week* is celebrated during the first week of May. Why not have a festival in your program? Serve fried rice and egg rolls.	Immigrants from Asian and Pacific countries came to America in the middle 1800s. Find out the cultural heritage of your school-agers.	***Japanese Haiku*** – Have students write Haiku for the summer season. Haiku is verse composed of 3 lines with 5 syllables in the 1st and 3rd lines, and 7 syllables in the 2nd .	Write messages of good fortune or good wishes for each other. Make fortune cookies or hide the slips of paper in paper fortune cookies.	Play a game of *Jan-Kem-Po*, a Japanese game similar to rock, paper, scissors. Jan = rock, Kem = paper, and Po = scissors. *(from* The Multicultural Game Book*)*
MAY DAYS	On May 9, 1944 the first eye bank started. Cover a tray with a variety of objects for the kids to see and then cover with a cloth. How many do they remember?	On May 12 the *Cat Festival* begins in Belgium. Think about a cat that you know and how it acts. Write a short story or poem about that cat – add a picture.	May 14, 1944 – George Lucas, creator of *Star Wars*, was born today. Draw a picture of your favorite *Star Wars* character.	On May 21, 1819 the first bicycles were imported from England to the U.S. Have children bring their bikes and have a bike show.	On May 25, 1986 more than 6 million people held hands during "Hands Across America." Why not join hands in "Hands Across the School-Age Program"?
PHYSICAL FITNESS	May is *National Physical Fitness and Sports Month*. Ask children what their favorite SAC sports are and play one game each day of the week.	Have the children develop an exercise chart with each child's name and age. After they have completed each exercise, check their name off. (Ex. - 50 jumping jacks.)	Invite an aerobics instructor to the program and have an exercise day. Or try out an aerobic workout video tape.	Take a tour of a local physical fitness center or bring an instructor to the program to help develop personal exercise programs and good health habits.	Poll the students in the program on their favorite sports and sports teams. Publish the results in your program newsletter.
CINCO DE MAYO	Cinco de Mayo is also known as Mexico's Day of Independence. Why not celebrate in your program by having a ***fiesta***!	Contact a local travel agency for posters, brochures and maps of Mexico for decorations during the fiesta.	Use tissue paper flowers for decorations and costumes. Fold several layers of tissue paper accordion style, wrap a pipe cleaner around the middle and fluff.	Make a Quesadilla snack for the big day. Cut flour tortillas into pieces, sprinkle with cheese, warm and top with salsa and sour cream.	Place a large straw hat in the middle of a circle of children. Play mariachi music (you can find this in the library) and dance away around the hat!
ALMOST SUMMER	<u>*Clean-up for Summer*</u> Why not clean up your neighborhood or around your program? Contact your local litter prevention agency for assistance.	Volunteer to clean up a shut-in's yard in the neighborhood. Pick up all the sticks, trash and other remnants of winter.	Plant flowers for your program, a local place of worship, or nursing home. If flowers have already been planted, volunteer to help weed the flower beds and clean up trash.	Plan some summer program activities based on suggestions from the kids. Have them make lists of supplies that you would need to complete an activity.	Have a pre-summer beach party blowout. Play beach music, bring beach towels, play beach ball volleyball, "surf," eat hot dogs, and other beach activities.
CLUBS	May is *National Photo Month*. Start a photography club. Have children bring in cameras or purchase disposable cameras. Use photo albums to collect the results.	*Be Kind to Animals Week* is also in May. Form a club that might build bird houses, volunteer at the local animal shelter, or learn about proper pet care.	**Quilting Club** – Cut out 4" x 4" squares of fabric and have children sew each square together to make a patchwork quilt.	**Cartoon Club** – Cut out and collect different comic strips from the newspaper and then have children draw and write their own cartoons. Display around your program.	**Birthday Club** – Make a calendar with everyone's birthday on it. Each month plan celebrations for these students. Plan a special time for summer birthdays!

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Enrichment...

(Continued from page 2)

anybody else should be worried about competition."

But is this what children need after school? No one has yet collected enough data from a social science perspective, says Susan O'Connor, a research associate at the School-Age Child Care Project of the Center for Research on Women at Wellesley College. O'Connor is studying the issue, however. "We want to be sure programs do things in a really balanced way and recognize kids need to relax, to have fun, to play outdoors, and get the energy for the next day," she says.

Voyager's brochure says that "many people believe the six-hour school day is inadequate to equip today's youth for the complexities and competitiveness of the 21st century. It releases 15 million children under the age of 13 into an unsupervised environment of self-care."

"If a child is spending an hour (after school) on skills development where is the time to blow off steam and run and jump and laugh?"

— Susan O'Connor, SACCProject Wellesley College

"For some children [Voyager] is probably good. The program itself is fine," concedes Becky Petrick, child care specialist for the YMCA of Metropolitan Dallas. But she complains of several of Voyager's advantages she considers unfair. "They (Voyager) pay teachers $15-16 per hour. Most providers can't afford that," Petrick says. Besides Voyager's licensing exemption, non-profit Y's pay rent for space in public schools. The for-profit Voyager doesn't, since technically schools run its programs and Voyager only provides curricula and consulting. "We more or less license them to run the program. We are not coming in as a vendor," Johnson explains. The company started by managing the sites, but quickly switched strategies.

Petrick admits to not having been ready for a major competitor. "We were blindsided by it. It caught us unaware. We lost a couple of schools to them. If we have a school where most [parents] can pay the full cost of care, that allows us to offer scholarships. If they take the schools, we can't afford scholarships," she says. But the Y is adapting, taking a cue from Voyager's well-packaged brochure and video. "We are looking at our program and how we market it. We'll tell people how well trained our staff is and the benefits of the program. Sometimes we have to be a little more assertive."

Not all competitors worry, though. After all, the enrichment programs provide one more choice for parents and may keep kids off the street. "We welcome anyone who can provide programs for children and after school activities," says Nicki Cook, assistant vice president for programming of the Houston YMCA, which provides many of the same types of science and physical activities that the new programs promise at 225 after school sites. "It is a variety that makes it interesting. I don't think any single program is the answer for everybody."

"I am not sure we will get very far if we start to attack and that is not what we want to do. We may need to redesign programs we have not changed in seven or eight years and this is an opportunity to do that," Taylor warns.

"A program that may have very sound developmentally appropriate practice may be asked to leave and be replaced by a Voyager program because it appeals to many school administrators [who think] many kids are not making the grade. They want to do something more structured and formal," O'Connor says. "We believe... after school time is a very good time for children to improve their social skills, develop deep emotional relationships with adults, do problem-solving and conflict resolution. We are saying let us not get kids so structured that we lose this time also." Time that looks to adults like "hanging out," has its purpose, she says. "It is critical at ages 9-12 to hangout with friends...If a child is spending an hour on skills development right away (after school) where is the time to blow off steam and run and jump and laugh? We are expecting kids to have an adult schedule."

(Charles Pekow is editor of "Day Care U.S.A.)

Free Reprints Available

Subscribers can send a stamped, self-addressed envelope to School-Age NOTES, P.O. Box 40205, Nashville TN 37204 for more articles on this issue.

Online SAC Discussion Group

In a recent issue of the NSACA newsletter, Linda Sisson encourages SAC professionals to get online to discuss SAC issues, plus offers online "etiquette" tips.

"SAC-L" is the online school-age care discussion group that enables school-age workers from around the world to engage in discussions with peers and offer support, advice and new ideas.

The SAC-L group is a listserver, which enables everyone who subscribes to get all messages from any other subscribers. Likewise, when a subscriber posts a message, it automatically goes to everyone on the listserver. SAC-L is **not** an online "chat" group.

Recent topics of discussion have included: choice, shared space, whether to allow children to walk to the program, late parents, and sliding fee scales.

To sign onto the SAC-L listserver:

1. Send an e-mail to:
   listserv@postoffice.cso.uiuc.edu
2. Leave the subject line blank
3. Just type the message:
"subscribe SAC-L *with your full name*"
For example: "subscribe SAC-L Sally Saccworker"

For more information on the SAC-L contact Joan Gillespie, MOST Initiative, SACCProject, email address: jgillespie@wellesley.edu.

Etiquette Tips for SAC-L Users

1. Introduce yourself when posting a message for the first time. Include where you live (city & state only), your connection to SAC and something personal (that you're willing to share) that will help others remember you.
2. Put a signature on your e-mail messages, including name, title, phone number (optional), state, and e-mail address.
3. Make sure the subject line describes the content of your message. With the number of postings to choose from, knowing the specific subject is essential to subscribers.
4. Use "POST" to add a message; "Reply" to send an answer to a message to the whole list, and "Respond" to send a message only to the person who wrote the message.

REMEMBER: If you want to send a personal message to just one person on the list, you must send a separate e-mail directly to that person.

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SAC Symposium Part of NAEYC Institute In Seattle

An all-day symposium on school-age care is slated during the National Association for the Education of Young Children's (NAEYC) Institute for Early Childhood Professional Development Conference to be held in Seattle, June 25-28, 1997.

Titled "Higher Education's Role in Developing and Linking Community Based and College Training in School-Age Care," the symposium is a "call to action" for professionals in the school-age care field.

Panelists and speakers include school-age care professionals from across the country. Some highlights of the day-long activities include: an interactive panel discussion titled "What is the Core Knowledge Base for the School-Age Field?" Panelists will address their process for arriving at this core knowledge and how to utilize core knowledge within a training delivery system. In the afternoon a Round Robin of "Concrete and Pragmatic Solutions" will feature half-hour sessions presented by those involved in developing and implementing college course work and programs that meet the needs of school-age practitioners. Presentation topics are "Developing a School-Age Certificate for College Credit," "On-Campus SAC Lab School," "School-Age CDA Links to Higher Education," "School-Age Training in British Columbia: A Multi-Disciplinary Approach," "College Credit for SAC Family Child Care Providers," "Integrating National Service with Higher Education," and "School-Age Child Care Mentor Teaching Project."

Registration for the symposium is through NAEYC. Call 800-424-2460 or 202-232-8777 for more information.

Reading Your Label

The address label of your newsletter contains your subscription expiration date. On the first line of the address, above the name, are three sets of numbers. The third set is the expiration date. For example, if the numbers read **06/30/97** your subscription expires in **June, 1997.**

Activities Writers Announced

In the January, 1997 issue of *School-Age NOTES* we invited applications for writers to provide the activities for pages 4 and 5 of the newsletter each month. We were overwhelmed by the response - more than 50 people applied.

This made it very difficult for us to narrow our choices down. So, we chose seven writers who will be alternating the months they provide activities. Those writers are:

- Mary Swain Landreth, Orlando, Fla. (who provided the April activities in the March issue)
- Alycia Orcena, Marion, Ohio (whose activities appear in this issue)
- Gina Campellone, Vernon, Conn.
- Debora Phillips, Lubbock, Tx.
- Suellen Nelles, Fairbanks, Alaska
- David Whitaker, Kansas City, Mo.
- Jenni Dykstra, Glendale, Wis.

These writers represent a strong cross-section of school-age workers and consultants from across the country and will be bringing more diversity and creativity to these pages.

And we want to take a moment to thank Mary-Helen Marigza, the School-Age NOTES office manager (who really runs the whole show!) who has diligently worked over the last 6 years in providing these pages every month. It was a hard job, and she always came through for us!

Contributing Writers Needed

School-Age NOTES is also looking for writers to submit a variety of articles for publication in the newsletter. Articles about personal experiences and "how-to" articles relating to various aspects of school-age care, including advocacy issues, discipline, working with parents, older school-agers, summer programs, and profiles of programs are all subjects of interest to our readers. Our policy is to pay $75 - $100 for articles from outside contributors that we publish. If you are interested in submitting an article for us to consider publishing, please write or call and request a copy of our newsletter writer's guidelines.

Not Even Our Copy Is Immune...

from Mechanical Mayhem!

We received our copy of the March issue of *School-Age NOTES* in a postal "body bag," the plastic bag that says, "we regret the damage to your mail..." It had been cut in half but the address was still legible. We received several calls about other mutilated copies. If you need another copy of the March issue or if your copy did not arrive, please call us at 615-242-8464 or fax 615-242-8260, or write to School-Age NOTES at P.O. Box 40205, Nashville TN 37204.

Workshop RFP's Seattle '98

The 1998 National School-Age Care Alliance (NSACA) Conference will be in Seattle, Wash. from April 30 - May 2, 1998. The conference committee has sent out a workshop "Request for Proposals" (RFP) with a deadline of July 31, 1997. Six copies must be received, no faxes will be accepted. For presenter's application and criteria for selection contact: 1998 NSACA Conference, c/o School's Out Consortium, 1118 Fifth Ave., Seattle WA 98101, 206-461-3602.

SAC CONFERENCES

CALIFORNIA April 3-4, 1997
15th Annual CSAC Conference, Sacramento
Contact: 415-957-9775

PENNSYLVANIA April 4-5, 1997
PA SACCA, Lancaster, **Contact:** Carmen Weachter, 717-626-2523

NSACA April 17-19, 1997
9th Annual National Conference, Orlando, FL.
Contact: FL SACC Coalition, 407-568-6497

SOUTH CAROLINA May 3, 1997
3rd Annual SCSACC Conference, Columbia,
Contact: Tom Widlowski, 803-849-2829

ALASKA May 16-17, 1997
Annual Spring Conference, Anchorage
Contact: Barb Dubovich, 907-279-3551

NORTH CAROLINA Sept. 26-27, 1997 NEW "Growing Up With Places to Go," 1997 Older Kids Conference, Charlotte, **Contact:** 704-549-4803

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

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RESOURCES

Resources Found on the Web

The following resources were found on the National Association for the Education of Young Children (NAEYC) internet website. Descriptions of the resources are as they appeared in the "What's New" section of the site:

1997 Child Care Licensing Study:

Compiled by the Children's Foundation from October 1996 through January 1997, the Study includes the requirements, regulations, and policies pertaining to child care centers in the 50 states, District of Columbia, and Virgin Islands. $34.50 (includes S&H). To order contact The Children's Foundation, 725 Fifteenth St., NW, Suite 505, Washington DC 20005-2109, Phone: 202-347-3300.

The Early Childhood Mentoring Curriculum: A Handbook for Teachers and Trainer's Guide:

A comprehensive, flexible new teaching tool for mentors and mentor trainers in center-based and family child care programs. It includes learning activities, handouts and supplementary readings. The Early Childhood Mentoring curriculum will provide an important resource for the growing number of people interested in mentoring as a strategy to retain experienced teachers and providers, while at the same time providing quality training for those just entering the field. 2 Volumes. $43.89 (includes S&H). Contact the National Center for the Early Childhood Workforce, 733 15th St., NW, Suite 1037, Washington DC 20005-2112, Phone: 202-737-7700.

Families Creating a Circle of Peace:

This 40 page booklet addresses the concerns of parents, family members, and all committed individuals who wish to take a stand for peace and justice in today's increasingly violent world. The booklet includes stories, suggestions, activities, and other resources to help people live each component of a Pledge of Nonviolence in their every day lives. $5 (Quantity discounts available). Contact Families Against Violence Advocacy Network, c/o Parenting for Peace and Justice Network, The Institute for Peace and Justice, 4144 Lindell Blvd., #408, St. Louis, MO 63108, Phone: 314-533-4445.

Older Kids Conference

From 'No Place' to 'Some Places'

Plan now to attend the 1997 Older Kids Conference, "Growing Up With Places to Go," to be held September 26-27, 1997 in Charlotte, NC.

Designed specifically for school-age care professionals who work with 9 to 15-year-olds, this is the fourth year the conference has been held.

The conference is being sponsored by the North Carolina School-Age Care Coalition. Registration materials will be available in June. For more information call 704-549-4803.

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School-Age NOTES

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Have We Really Seen the Light?

by Rich Scofield

Ellen Goodman, the syndicated columnist, in the April 10, 1997 edition of the Boston Globe came out with a common sense piece about the problem kids face after school and the relative easy solution.

"[We must move] away from robbing children's free time to compensate for unmet educational goals."

— Michelle Seligson

In a column titled "Seeing the light on after-school programs," she rattles off two common problems: teen pregnancy and juvenile crime. Guess when teenage girls are most likely to get pregnant?—In his house or her house after school. Guess when the most popular time for committing juvenile crimes is?—Between 3 and 6 p.m. She also refers to the old "3 p.m. syndrome" in offices when anxiety goes up and productivity goes down as children arrive home from school to empty houses or tenuous care.

Goodman believes we are finally waking up to the problems that occur because kids are not in safe, supervised care after school. She refers to President Clinton's visit to Boston and his promotion of a program combating youth crime in which he included $60 million for after school programs. Goodman says, "The drug czar followed him, talking about combating young drug use. Gen. McCaffrey too seemed most animated boosting...after-school programs."

The concern is the interpretation of what should go on in these programs. Michelle Seligson of the Wellesley SACC Project is quoted in the column as saying, "There is enough knowledge about good after-school programs... This should be something we should commit to as a country." Goodman acknowledges that "these programs are not an extension of school...." "This is a moment when we are acknowledging how much kids need adult supervision and relationships."

So we come back to the concern expressed in April's issue, that academic enrichment programs after school are being seen as a way to boost academic learning and test scores (while making a profit.) Seligson has advocated against this in *SACC: An Action Manual for the 90's and Beyond*. She and her co-author say, "The essence of what is possible in afterschool programs comes from facing some unpleasant truths about our society and then, in response, finding ways to make things different. To go in a different direction. Away from accepting inadequate space. Away from a norm that has children sitting at cafeteria tables all afternoon. Away from prescribed curricula and commercially packaged television products. Away from robbing children's free time to compensate for unmet educational goals."

Over 50 years ago those working in school-age care had truly seen the light of the importance of approaching what children need in school-age care from what they need developmentally, not just what they need academically. In

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NSACA Names Executive Director

Position Now Open for Accreditation Director

Linda Sisson has been promoted to become the National School-Age Care Alliance's (NSACA's) first Executive Director. Sisson has been NSACA's Director of the National Program Improvement and Accreditation Project since 1995. Previous to that she was known nationally for her 15 years as director of the Kids Club in Edina, MN and for her work with NSACA's board since its founding in 1987. She is also the author of *Kids Club: A School-Age Program Guide for Directors* published by School-Age NOTES.

NSACA has announced the search for a Director of Program Improvement and Accreditation. The project, started in 1995, will be at NSACA's new office to be established in the Boston area. Salary is $40,000 plus benefits. Position will start in mid-summer. Deadline for cover letter and resume is May 15, 1997. For job description and more information call Linda Sisson at 617-283-3460.

Letter to the Editor

SAC Training & CDA

From December, 1996

I am writing this letter to share with you an exciting new program being offered at Renton Technical College. The college has started a 3-quarter long training program, especially for school-age child care providers! We are using *Caring for Children in School-Age Programs*, written by Koralek, Newman, and Colker and edited by Diane Trister Dodge. We will be covering the 13 chapters/modules over a 10 month period and awarding a certificate at completion. We will be providing bi-monthly training sessions and monthly site visits to encourage and reinforce each student's skills and work with their particular school-age program.

We are also very interested in the status of the school-age CDA (Child Development Associate). Having a CDA available for school-age providers is definitely needed and is something that needs to be encouraged in our field of work. This competency based credential is a great way to encourage professionalism, strengthen commitment to the job, and reinforce the importance of quality school-age programming.

I'd be interested in hearing any ideas or suggestions regarding our training programs, and any information you may have about the potential of a school-age CDA.

Barbara Culler, Instructor
Renton Technical College
Renton, Washington

SAN Response

There has been interest and discussion over the years about a credential for school-age workers. (A credential or certificate is earned by individuals and involves attaining core competencies. Accreditation is earned by a whole program and involves meeting quality criteria called standards. The SAC field has quality standards through the National School-Age Care Alliance -NSACA for a pilot accreditation project.)

The U.S. Army has developed a credentialing program for personnel in its school-age services programs. (see Sept. '94 SAN) Its written materials were based on the *Caring for Children in School-Age Programs* (Vol. 1, Vol. 2, and Trainers Guide) that you mention which of course follow the 13 competency areas of the CDA.

Currently there have been continuing discussions among NSACA, the Army, and the Council for Early Childhood Professional Recognition (CDA) regarding a national SAC credential. There is also strong interest in individual states such as Wisconsin and Colorado.

5 Years Ago in SAN

7 Essential Principles and Elements of School-Age Care

With the approach of summer, parents again face the recurring ritual of child care choices. This is what parents will be looking for in your summer and after school programs.

Quality school-age care programs are tailored to the changing characteristics and needs of the children they serve. Professionals who operate the programs recognize these developmental changes and use them as positive opportunities to expand children's experiences.

1. Staff are resourceful, caring people who understand the important role that adults play in school-agers' lives.

2. Programs take into account that peer relationships are increasingly important to school-age children.

3. Programs use both mixed-age and same-age groupings for their activities.

4. Most activities and experiences are child-selected, rather than staff-selected. Schedules are flexible, and required participation in activities is limited.

5. Programs use positive guidance and discipline methods, rather than punishment, to help school-agers develop self-control and learn to behave appropriately.

6. Space is appealing and flexible. It can be used for different kinds of activities and different sizes of groups.

7. Programs provide a wide range of activities and experiences that contribute to all aspects of a school-ager's growth and development by:

- fostering a positive self-image and a sense of independence
- encouraging children to think, reason, question and experiment.
- enhancing children's physical development, encouraging cooperation, and promoting a healthy view of competition.
- encouraging sound health, safety and nutritional practices and the creative, wise use of leisure time.
- generating an awareness of the community at large and creating opportunities for children's involvement in it.

These seven principles were outlined in depth in the book Developmentally Appropriate Practice in School-Age Child Care *published by Project Home Safe of the American Home Economics Association.*

(Reprinted from the May, 1992 issue.)

Where Are They Today?

Project Home Safe ended in 1993 after six years of producing and providing resources related to self-care and alternatives to latchkey arrangements. School-Age NOTES acquired the remaining inventory of the 60-page book *Developmentally Appropriate Practice in SACC*. It is $7.95 ($6.95 for subscribers) plus $2.50 S&H.

Correction

In the feature story of our April, 1997 issue, *Academic Enrichment Programs: Coming Soon to Your Town!*, the president of Voyager Inc., **Chad Woolery**, was misidentified as Chad Woolsey. SAN regrets the error.

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10 Years Ago in SAN

Rules Are the Question

by Alison Jamar

Rules and discipline are to school-agers like peanut butter and jelly are to two slices of bread: a perfect combination! Therefore, when talking about discipline, as individuals and as a staff, ask yourselves these questions:

With a little creativity you can come up with rules that are satisfactory for both the children and the staff.

❑ Are the rules for the children consistent among all the staff members? Do all the staff know and agree with the rules for the children?

❑ Are the rules for the kids or for the staff? Both are important, but sometimes with a little creativity you can come up with rules that are satisfactory for both the children and the staff.

❑ Do you have legitimate reasons for the rules that you can explain to the kids? If you don't, take a look at the rule and see if it is necessary.

❑ Do you clearly relate to the child that it is her behavior you dislike and not the child? It is inappropriate to say to a child, "I don't like you right now." Instead, describe the specific behavior you dislike.

❑ Are your consequences for unacceptable behavior related to the behavior? If a child is throwing food around at snack, a related consequence is to have the child pick up after snack for a few days. An unrelated consequence is to put the child in time out.

Next, examine the four areas in which discipline problems often occur:

Children who do not know the rules. Always do your best to familiarize all the children with all the rules. Explain even the most obvious rules and the reasons why. Have a written, posted list of rules for each area in the program as a reminder to the staff and kids.

Children who break rules the first time. The child knows the rules but tries breaking one any way. This is a time to re-explain and discuss the rule. Be sure to ask the child questions about the situation so that they can use their thinking process to better understand the rule.

Children who consistently break rules. The child knows the rule and you have taken time to discuss it, but he keeps on breaking it. Now you need to think up some good consequences to use when this behavior occurs. When you decide on the consequence, be sure that the other staff are aware of it. In fact, it is best to decide ahead of time, as a staff and with the school-agers, what the consequences to broken rules are.

Children who are a discipline problem. These children often seem to be looking for rules to break. They demand your constant attention. I think attention is the key. Try setting up a behavior chart with the child. Talk to her about the behaviors and set it up where she can privately check on her own progress. This gives both you and the child a chance to focus on her positive behavior. Make the parents aware that you are having difficulties and that you want to work together to help the child fit in better with the group.

Most of all, make sure that all the kids know that you like them and that you respect them. Make it a point to spend positive time with each child, especially the kids who are the biggest challenge.

When this article was written for the May/June 1987 issue of SAN, Alison Jamar was the Assistant Director of Kid's Club in Edina, MN.

Where Are They Today?

Alison Jamar was, in her own words, "a school-age child care professional" for 14 years. Today she is the owner of Animal Images, an art shop she opened one-year ago that has "fine crafts, original art all with an animal theme" in Excelsior, MN.

10 Years Ago in SAN

Play Leadership

Do You Have A M.A.P.?

by Jim Therrell

Parents and caregivers are now opening their eyes to the many attitudes, values and skills that kids learn through play: self-identity and self-esteem; cooperation, sharing, taking turns, patience, teamwork, and friendship; and creativity, self-expression, and positive feelings. They also learn how to cope with individual differences as well as frustration.

Any [play]leader whose patience becomes exhausted every ten minutes will attest: just knowing the rules or exerting authority is not enough.

The greater the FUN element in play (which is the primary function of play leadership), the more kids will explore all its potential. Beyond providing safety measures and enthusiasm, few caregivers demonstrate a clear idea of how to effectively lead a game or play session. Witness the following remarks:

"It seems like the kids get easily bored when we play, so I need some method or plan for maintaining a higher level of interest."

"Some of the kids don't get a chance to play as much or as well as the kids who have advanced skills."

"I'm not really sure what to do to make a game go better."

Many play/game leaders are not trained in the "How To's" or process of play leadership. Any leader whose patience becomes exhausted every ten minutes will attest: just knowing the rules or exerting authority is not enough. So here's a M.A.P. to start you on the road to better FUNdamentals in play leadership.

(Continued on page 6)

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Magical Math

Here is an amazing math trick that will baffle the children. Have each child perform the following on a piece of a paper:

1. Choose a number between 6 & 9.
2. Subtract 5 from that number.
3. Multiply the answer by 3.
4. Multiply that answer by itself.
5. Add together the digits in the answer (e.g., 25=7).
6. Subtract 4 from the answer.
7. Multiply that number by 2.
8. Subtract 6.
9. Select the letter of the alphabet that corresponds with the answer (e.g., 1=A, 2=B, 3=C, etc.).
10. Write the name of a country that begins with that letter.
11. Write the second letter in the name of that country. Write the name of an animal whose name begins with that letter.
12. Write the color of this animal.

Each of the children will have a "gray elephant from Denmark" written on their paper.

American Sign Language

American Sign Language is a language used by deaf people throughout the United States. In sign language, the hands and arms are used to make gestures which replace spoken words. This allows hearing impaired people to "hear" with their eyes.

Invite someone from a local hearing clinic or school for deaf children to the program to demonstrate sign language. In some areas there may be a drama group of deaf actors who perform through signing. Have copies of the American Manual Alphabet available and encourage the children to learn how to spell out their names and other words using this special alphabet. They can practice with friends or in front of a mirror.

Quick Change

Partners stand face to face and study each other for a few moments. Then each turns around and makes a "quick change," for example, untying a shoe lace, removing a hair ribbon, or tucking in a shirt. When partners face each other again they must try to guess what their partner has changed. To make the game more difficult increase the number of quick changes each time.

Under Cover Leader

Organize a group into a circle. A child is chosen as "it" and instructed to leave the room. A leader is chosen to direct the group in a series of motions, such as tapping the head, stroking the chin, slapping the thighs, pulling the ear, etc. The leader is to strive very hard not to be caught as the beginner of the motion. "It" has three guesses to locate the leader when she returns. If the leader gets caught, the leader becomes "it."

Mirror Images

Materials needed:
White paper (2 sheets)
White or colored chalk
Black crayon

Cover one whole sheet of white paper with the chalk. Cover the chalk with a heavy layer of black crayon. Place the other piece of white paper on top of the black crayoned paper. Draw a simple picture outline with a dull pencil. Press hard. Shade some areas. Turn the top paper over. You should have two pictures, one the mirror image of the other.

Tie-Dyed Papertowels

Material needed:
Food coloring
Water
Bowls
Papertowels

Mix different colors of food coloring in separate bowls with water. Children fold the papertowels in unique ways, then dip the corners of the folded towels into the bowls of diluted food coloring. Carefully unfold and hang them up to dry.

Blob Tag

Blob is a tag game in which the blob continues to grow in size. The object is to be on the run and not to be eaten by the blob.

Define the boundaries before beginning. Anyone who goes outside the boundaries must join the blob.

One person is chosen to be "it" and begins chasing players and trying to tag them. When a person is tagged, she is absorbed by the blob, meaning she joins hands with "it" and continues to chase and tag others. When the blob grows in size to 4 players, the blob can split into two blobs of 2 people each. Play then continues until all players have been absorbed. The last to be absorbed is the winner and starts the next game.

Fairy Treats

To make fairy gifts to place in trees (see p. 5), spread graham crackers with peanut butter and birdseed. If fairies don't get them, who else will benefit?

Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Gina Campellone* of Vernon, Conn.

38 Activity Ideas

The minimum number of Activity Ideas in this issue is 38.

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JUNE CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
JUNE HAPPENINGS	June 5 – *World Environment Day*. Brainstorm a list of things kids can do to keep the earth clean and safe.	June 10, 1928 – Birthday of children's books author and illustrator, Maurice Sendak. Read his book, *Where the Wild Things Are*.	June 14 – *Flag Day*. Wear clothing that is red, white, and blue or printed with stars and stripes. Take a group photo of everyone in their patriotic garb.	June 15 – *Father's Day*. Write a note to Dad telling him why you are lucky to have him for a father. Grandpas and uncles would love a letter too!	June 21 – First day of summer. Celebrate by making your own popsicles. Fill ice cube trays with orange juice or fruit punch, insert toothpicks and freeze.
FUN IN THE SUN	Play "Duck, Duck, Splash." This is played the same as "Duck, Duck, Goose," but rather than being chosen as goose, you are splashed with a large, wet sponge!	June 18 is *International Picnic Day*. Celebrate by eating snack or having lunch in picnic style outdoors.	Take a nature hike. see how many different kinds of birds, trees, and flowers you can identify.	Have a water balloon toss.	Collect insects in empty plastic jars. Then draw pictures and try to name all of the insects collected. Be sure to set the insects free at the end of the day.
USE YOUR SENSES	While blindfolded taste and try to identify different foods. Graham, saltine, and Ritz crackers work well.	Also while blindfolded see if you can tell the difference between pennies, nickels, dimes, and quarters by feeling them.	*Still* blindfolded, use your sense of smell to identify odors. Vinegar, soap, and cheese are good to use.	Blindfolded *once again*, see if you can identify people just by listening to their voices.	Learn to finger spell your name using the American Manual Alphabet (see p. 4).
MAKE BELEIVE	Sit on carpet squares and pretend you're taking a magic carpet ride. Float through the clouds to far away lands. What does the world look like beneath you?	Pretend you are a mermaid or a merman. Draw a picture of your ocean world. What would you look like? Where would you sleep?	Make gifts for elves and fairies and leave in branches of trees. See page 4 for a fairy gift idea.	Read aloud a chapter each day from *The Fairy Rebel* by Lynne Reid Banks.	Go on a fairy search. Look around brush, trees, long grass, and mushrooms. Keep your eyes open... the "little people" move quickly!
SALT & PEPPER	Mix up salt and pepper in a cup. Pour some water into the cup. Can you guess which will float to the top? (It's the salt.)	Color salt with colored chalk and layer the different colors in empty baby food jars.	Make salt dough for modeling. Mix 2/3 c. of salt, 1/2 c. flour, and 1/3 c. water. After sculpting, air dry or bake in 350 degree oven until hard.	Fill a glass with water and ice cubes. Wait a few minutes. Place a string on the ice cubes. Sprinkle salt on the cubes. After a few seconds, pull the string. What happens?	Pop two batches of popcorn. Sprinkle salt on one batch, leave the other batch unsalted. Conduct a taste test to determine which batch is more popular.
POTPOURRI	Build marshmallow sculptures using toothpicks and marshmallows.	Sort through a pile of coins. Find the oldest, newest, shiniest, and most worn. Place coins under paper and make coin rubbings with crayons.	Spread shaving cream on a table and "finger paint" in it.	Relay – Put on a pair of thick winter gloves and unwrap a stick of chewing gum. Pass the gloves on to the team member next in line.	Sing a song in a "round."

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Washington Notes

by Charles Pekow

Charles Pekow is editor of "Day Care U.S.A." This report was written exclusively for SAN readers.

Two Grants for Reading Improvement Available

Two different grants, which both emphasize improving reading skills have become available and certain school-age programs may be eligible to receive them.

The *Dept. of Education's Library Research & Demo Program* has a grant for groups, including after school programs who can collaborate with schools, libraries and other community organizations for volunteer reading programs. The DoE is looking for those projects that enhance children's reading skills. You could find and train parents and grandparents to come to your program as reading tutors. The DoE plans to fund five $200,000 one-year grants. Deadline for application is May 12, 1997. Contact Chris Dunn, U.S. DoE, 555 New Jersey Ave., NW, Room 300, Washington DC 20208-5571, 202-219-2299, TDD 800-877-8339.

Can you fit senior citizens into your programs as reading tutors? If so, you might want to explore the *Corp. for National & Community Service's (CNCS) Seniors for Schools Initiative*. CNCS will provide up to $3 million in grants to tutor and mentor public school children in grades K-3. After school programs quality.

The activity: recruit and train citizens over 55, without regard to economic status, to help children read. Only current CNCS grantees can apply, so if you don't receive an AmeriCorps, VISTA, Learn & Serve, etc. grant, contact a local grantee to propose a project. CNCS intends to fund eight to 10 two-year projects of up to $225,000. Get applications from your state CNCS office.

If you've got expertise in reading tutoring already, you can apply for the $350,000 cooperative agreement to provide training and technical assistance to these projects. Any organization (except those that lobby) can apply, contact CNCS, Attn: Tess Scannell, Room 9201, 1201 New York Ave., NW, Washington DC 20525. For information call 202-606-5000, ext. 190. Deadline for applications is May 15.

M.A.P....

(Continued from page 3)

Maximum Activity Plan

Implementing a Maximum Activity Plan leads to greater participation per person and more positive play experiences for both children and staff. Another way to remember this principle is the acronym MAPS: Maximum Activity Per Student.) The three main methods for fostering a MAP include: **Game Selection**, **Smaller Groups**, and **Rule Innovations.**

Rule innovations [in games] should be aimed at increasing every child's participation.

Game Selection: Any game can incorporate a MAP, but it's easier and more expeditious to choose games that have a built-in MAP. Traditional games, like basketball and soccer, already have a good MAP (and can be made even better with smaller groups and some rule innovations), as well as most parachute games or New Games.

On the other hand, softball or kickball, under normal rules do not incorporate good MAP. Too many kids are standing around for too long in low, uninvolved activity. So how can your staff transform games into higher activity for everyone?

Smaller Groups: This one is simple, yet so often is overlooked by staff. If you have 15 kids for kickball, why not divide teams into three groups of five? The funnest part of the game is a turn to kick the ball. With smaller teams, when a team is up to kick, each child waits less time for their turn. Which leads to...

Rule Innovations: For the most part, rule innovations should be aimed at increasing every child's participation. So in our kickball example, let's try a rule that says, "Everyone has a turn to kick each time the team is up, and it doesn't matter whether the team makes 5 outs or no outs." In other words, 5 at-kicks, period, see how many runs you can score, then back out to field. Now you've also created more movement/running by having more teams come to kick, and by limiting the number of kickers per time at-kick, fewer kids are standing for less time. You've also insured that each player has a turn each time up.

Other rule innovations for increasing participation might include: "Different pitcher each change of team at-kick," so that all kids may eventually have a chance to pitch; or "Two foul balls is an out," in order to encourage keeping the ball in play, and so that the game flows without too much interruption. Or, in dodgeball or other similar games, *never eliminate anyone*. Have a player simply change to the other side or assume a different role, but is never out of the game!

Other ancillary, yet important ways for developing a MAP include: adding a fantasy to the game thereby making it a richer play experience through greater mental involvement; insuring game safety and control, providing boundaries for behavior, and planning appropriate sequencing and smooth transitions between games so that play is allowed to flow without long interruption.

Having a MAP is a start. The players will derive greater skills and satisfaction from their games because they are participating daily in a more positive way. Giving a MAP to your staff provides them with one of the most effective tools (besides enthusiasm and safety skills) for increasing the quality and power of play experiences.

This article originally appeared in the May/June 1997 issue of SAN. At that time, Jim Therrell was conducting Play Leadership workshops and writing articles such as this one which he later incorporated into his book How to Play with Kids *published in 1989 and revised in 1992.*

Where Are They Today?

Today Jim Therrell is still conducting Play Leadership workshops across the nation and the Pacific. His consultations, keynotes and workshops are conducted through Play Today and Pathways. Call 800-359-7331.

How to Play with Kids is available from School-Age NOTES for $14.95 ($11.95 for subscribers) plus $2.50 S&H.

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15 Years Ago in SAN

Making Employer-Supported Child Care Work

Some Thoughts From A Business Executive

Since this article was first published in the May/June 1982 issue of SAN, more corporations have taken a stand in providing or supporting quality child care, and more specifically, school-age care for their employees. Grants through Work/Family Directions, AT&T, and IBM are examples of corporate support that has advanced the school-age care profession. But for those who would like to approach corporations in their area about supporting school-age care efforts the following tips are still useful.

These comments by an executive of a leading Nashville company are appropriate for any venture where the business community is to be approached, whether it is fund-raising or child care.

Inner Business Circle

In every community there are certain business people, generally CEOs (Chief Executive Officers) of large companies, who can affect change rapidly because of the power they represent. *These are the people to reach when large projects are planned.*

Preparing and Presenting Your Proposal:

- Ask for help from business people putting the proposal into business language and eliminating child care/ social service jargon.
- Approach from a business point of view. (Can even be specific to a particular company's needs and past history of giving, interest, or involvement.)
- Be slow to plan it out, but when presenting be definite on what you are requesting and don't waste an executive's time with a lot of history and preamble. *There should be clarity of goals, need, and what the next step is.*
- Be clear on budget. *Don't underbudget.* If a large company likes an idea and wants to do it, they will spend the money to get the job done right.

Budget Now for Wage Increase

When planning your budget for the coming school year, remember that the minimum wage increases to $5.15 an hour effective September 1, 1997, which completes the two-phase increase from the 1991 level of $4.25.

While most child care and youth programs have had to offer more than that to attract qualified caregivers, programs will need to check their wage scale. Programs that leave the bottom of their wage scale too close to $5.15 may feel a pinch in hiring ability.

The new wage law also provides for a subminimum wage of $4.25 an hour for the first 90 days of employment for persons under 20 years of age. [***Note:*** *Check with your accountant before applying any subminimum wage.*]

"Yardsticks" Expanded Edition Now Available

A new expanded edition of *Yardsticks*, written by Chip Wood, is now available.

The book, quickly becoming a classic on child development, originally covered the development of children from ages 4 to 12, especially as they behave in the classroom. The new edition has been expanded to include ages 13 and 14, and is subtitled *Children in the Classroom Ages 4-14, A Resource for Parents and Teachers.*

The new edition is the only one available now, and the price has also "expanded." The new edition is $14.95 ($13.95 for subscribers).

To order *Yardsticks, Children in the Classroom Ages 4-14*, call 615-242-8464 for credit card orders; send prepaid orders (include $3.50 S&H on single book orders) to School-Age NOTES, P.O. Box 40205, Nashville TN 37204.

Seeing the Light...

(Continued from the front page)

the Table of Contents of her 1944 book *School's Out — Child Care through Play Schools* Clara Lambert outlines her chapter on "Learning and Growing through Play."

- The importance of play in the life of the child.
- How he uses it to solve problems of physical, emotional and intellectual growth.
- Expressing emotions through play.
- Asking questions in play.
- Constructive play can grow out of chaos and repetition.
- Have today's [1944] children lost their birthright to play?

Doesn't this chapter sound like great school-age care thinking? Don't we wish that all parents and educators could "see the light" when it comes to the value of a quality after school program? One that puts the needs of the whole child above the needs of the "academic child."

SAC CONFERENCES

SOUTH CAROLINA May 3, 1997
3rd Annual SCSACC Conference, Columbia.
Contact: Tom Widlowski, 803-849-2829

ALASKA May 16-17, 1997
Annual Spring Conference, Anchorage
Contact: Barb Dubovich, 907-279-3551

SEATTLE June 25-28, 1997
SAC Symposium, NAEYC Institute
Contact: 800-424-2460

BOSTON July 19-24, 1997
SAC Advanced Leadership Institute, Wheelock College. **Contact:** 617-734-5200, ext. 279

NORTH CAROLINA Sept. 26-27, 1997
"Growing Up with Places to Go," 1997 Older Kids Conference, Charlotte. **Contact:** 704-549-4803

NORTH CAROLINA Nov. 21-22, 1997 **NEW**
8th Annual NCSACC Conference, Winston-Salem
Contact: Jennifer Tennant, 919-967-8211, ext. 263

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

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RESOURCES

Free Catalog

The Search Institute, of Minneapolis, whose stated mission is to "promote the well-being of children and adolescents through scientific research, evaluation, consultation, training, and the development of practical resources," has a catalog of their many resources available. To request a catalog call 800-888-7828.

Here are a some of the titles available:

- *Starting Out Right: Developmental Assets for Children*
- *150 Ways to Show Kids You Care*, a brochure/poster
- *240 Ideas for Building Assets in Youth*, a 22" x 30" color poster
- *What Kids Need to Succeed*
- *Building Assets in Youth*
- *Building Assets Together*
- *It Takes More Than Love: Positive Parenting Tools for Today's Challenges*
- *3:00 to 6:00 P.M.: Planning Programs for Young Adolescents*
- *Understanding Early Adolescence*
- *Making the Case: Measuring the Impact of Youth Development Programs*
- *Places to Grow: Perspectives on Youth Development Opportunities*
- *Working Together for Youth: A Practical Guide for Individuals and Groups.*

Institute on SAC Leadership

A leadership development seminar specifically for SAC professionals will be held July 19 - 24, 1997 at Wheelock College in Boston.

Part of the Advanced Seminars in Child Care Management sponsored by Wheelock, the *School-Age Child Care Advanced Leadership Institute* is co-sponsored by the SACCProject at Wellesley. Part of the ongoing process of developing leadership in SAC, the institute is designed for those with substantial experience directing a SAC program, state leadership roles in SAC, or national/state NSACA Board/Coalition memberships.

For an application and other information, call Wheelock at 617-734-5200, ext. 279.

Workshop RFP's Seattle '98

The 1998 National School-Age Care Alliance (NSACA) Conference will be in Seattle, Wash. from April 30 - May 2, 1998. The conference committee has sent out a workshop "Request for Proposals" (RFP) with a deadline of July 31, 1997. Six copies must be received, no faxes will be accepted. For presenter's application and criteria for selection contact: 1998 NSACA Conference, c/o School's Out Consortium, 1118 Fifth Ave., Seattle WA 98101, 206-461-3602.

Volume XVII #10 The Newsletter for School-Age Care Professionals June 1997

School-Age NOTES

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The Noise Factor – A Place for Everything

by Rich Scofield

How do we deal with the conflicting issues of the negative effects of noise and the need of children to let go and make noise? (Or we could ask: Does noise have a place in our programs?) Summer time, with more accessibility to outdoor play, may provide a solution to the old adage "A place for everything and everything in its place."

Noise and reading ability are linked...

School-age care professionals know first hand about school-agers' need to let out pent-up energy after sitting in quiet classrooms all day or even just being indoors. Mary Rivkin, in her NAEYC book *The Great Outdoors* (see back page) says, "Being outdoors can provide a fine sense of freedom. ...One's body is no longer under need of tight control—its capabilities to shout, sing, leap, roll, stretch, and fling are unleashed. Outdoor voices are suddenly acceptable."

So, we should provide "a place" to be noisy. That this "place" should be outside rather than inside gained more credence with research results announced in May about the effects of noise and reading skills.

Noise and reading ability are linked – children who live in noisy areas have poorer reading skills than those in quieter areas. Now, the first study to explain that link suggests that it is because children in noisy areas find it harder to recognize and understand human speech. *New Scientist* news service reports that researchers at Cornell University found that 7- and 8-year-old children from a school that lies in the flight path of one of New York City's airports had poorer reading skills than same-age children from a quiet neighborhood. The researchers also found that those children from flight-path neighborhoods found it harder to recognize and understand spoken words. The researchers concluded that in order to cope with the din, the children near the airport cut down the burden of noise they were exposed to by "filtering out" certain sounds including human speech.

Maybe this will be a wake-up call as to the importance of lowering group sizes, particularly in "acoustically-challenged" cafeterias and gyms. In an article on dedicated space in the November 1993 issue of *SAN*, this author makes the following observations.

"They almost seem as if they were made to create noise. In a sense, cafeterias and gyms with high ceilings, smooth floors and unadorned walls are perfect for bouncing sounds.

"I have walked into a cafeteria in which each child was appropriately engaged. Children were at tables participating in activities, playing board games and the older kids were sitting on a rug socializing. None of the behavior individually was too noisy, inappropriate, or out-of-control and yet the din pulsated in my ears. It was too loud.

"We know that noise can be a stress factor in the workplace. One can only wonder at the stress for a child in a noisy gym or cafeteria for 2-3 hours a day all week long. And what about the stress on the caregiver who has inside duty all of the time? No one has looked at the issue of noise as a stress factor in school-age care."

With our summer programs being all day, it is even more important for staff to look at noise issues and provide places such as the outdoors where children and youth can let their exuberance follow its natural course.

INSIDE

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Orlando Shows the Many Sides of SAC

The National School-Age Care Alliance Conference in Orlando in April showed the multiple directions our field is taking. One could hear about accreditation and the latest in public policy or learn new science activities and games to play in the pool. Over 2,000 participants (none were turned away) experienced a great facility and a well-planned conference with the Florida planners adding their own touches such as 6 a.m. fun walk/runs and drop-in Imagination Stations.

As in St. Louis and other past conferences NSACA continues to offer exciting, thought-provoking, and mouivating keynote speakers which was the same for Florida. The Friday and Saturday keynotes were held at 8 a.m. to work with the space limitations. Although much schedule and planning design went into alleviating overcrowding and closed-out workshops, we heard that there were still some sessions that people couldn't get into. While each conference site tries to adjust for popular workshops, it will remain a fact of conference life that some workshops fill up fast and get closed out.

As our professional field matures and we have people staying in the field

(Continued on page 7)

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Letters to the Editor

Stressing the Fuller Experience of Childhood

To the Editor:

Thank you for your important article on academic enrichment programs [*SAN*, April]. We are an accredited program, providing school-age care for children K-6th. We are always aware that parents are so easily tempted toward anything which may increase usable academic skills, often forgetting the importance of childhood and balance in daily activities.

Having just been contracted to provide school-age programs for the three elementary school sites in the local school district, we are now moving into serving a greatly expanded number of children. The timing of your article serves as an excellent reminder that as we prepare advertising and enrollment information that we must stress the multitude of opportunities found in quality school-age programs which embrace developmentally appropriate practices and value the fuller experience of childhood.

Thank you for your wonderful publication and the terrific work you all do.

Lisa Cain-Chang, Program Director
Child Education Center
Caltech/JPL Community
La Cañada, CA

"Educational" Vs. "Recreational"

To the Editor:

It was with great interest that I read your special report on "Academic Enrichment Programs." Later that very same day, I attended a community meeting involving a similar focus. A new church-sponsored middle school-age program in our area was experiencing a declining enrollment and financial difficulty; they were seeking advice from the community at large.

Your article gave me some very timely information to share – since it seems that when they called the New Jersey Bureau of Licensing, they were told that licensing was not necessary due to the fact that they described their focus as "educational." I could not help but feel somewhat slighted by this response since our "recreational" program includes some educational activities.

Irene Gallagher, Executive Director
After School Program of Maplewood/South Orange
Maplewood, NJ

Culture & Heritage: Celebrating the Year Round

In the February issue of *SAN*, we asked our readers to tell how they celebrated or commemorated events such as Kwanzaa, Martin Luther King Day, and Black History Month. Angela Bynum, Community Resources Coordinator for the Support Our Students program sponsored by the Johnston Central High School Alumni Association in Smithfield NC, sent us a report of activities their program held over a period of seven weeks during January and February. Ms. Bynum writes: "The N.C. Center for International Understanding assisted me in locating people that had traveled to Ghana, West Africa and would be willing to prepare a 45 minute presentation about their experiences.... All presenters brought artifacts, displays, photographs or visual slides to engage in creative and interactive demonstrations with the children." The workshops looked at aspects of Ghanaian life such as family life, clothing, and textiles and art.

The seven week project, which included a field trip to the Dr. Martin Luther King Jr. Memorial Park and a visit to the center by one of North Carolina's most celebrated woodcarvers, ended with a Heritage Celebration Program on the theme of "Love, Faith and Hope." The children played an active role in the program, presenting a dramatic dialogue on "Strength and Salvation for Struggles and Success," and ended the program with a fashion show featuring the clothing styles of Ghana.

Year Round Experiences

Heritage experiences and celebrations like the one described here can happen throughout the year and do not necessarily have to be tied into any specific time period. The summer months, when there is more time and flexibility to bring outside presenters into the program and children can work on related projects over a longer period of time, can be a particularly useful time for exploring heritages and cultures. (Look for more about this on the Activities Page in the July issue of *SAN* next month.) Longer projects during summer months can also avoid the "tourist curriculum" approach, as the children are given more in-depth information, often through their own research, which leads to a deeper appreciation and understanding of other cultures, whether part of their own heritage or not.

"Every child has the right to safe, affordable, quality child care while his or her parents are at work."

– from the National Black Child Development Institute's Vision Statement

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Sunburn, Cancer, Children: SAC's Responsibility

The Problem

July and August are the two hottest months of the year north of the equator. This is a fitting time to look at ways to prevent sunburns both in staff and school-agers. Why? The evidence is mounting that sunburns during childhood and youth are related to skin cancer later in adulthood. The more skin is severely burned and the more often it is burned the greater the chance it will later become the site of skin cancer. Remember, all skin colors, from fair to dark, are susceptible to sunburn and skin cancer.

According to reports, skin cancer is the most common cancer in America, twice as common as other cancers and can be life-threatening. Two types of skin cancer, called non-melanoma, are usually not life-threatening, but tend to occur many times. The third type, melanoma, leads to death in half the cases in the U.S.

New Study

And now it has been reported that the incidence of melanoma has increased dramatically in the last 50 years, which doctors attribute in part to increased exposure to the sun. The July, 1996 issue of *Modern Medicine*, as reported by *Pediatrics for Parents*, affirms that "each time a child gets a sunburn, his chances of developing skin cancer increases."

The article cites a study of 1,825 children cared for in 16 different Chicago-area child care centers, which found that 60% of the children were never properly protected against sunburn, in spite of the fact that the children were most often sent outside during the sunniest times of the day. Only 25% of the children occasionally had sunscreen applied on their skin before going outside.

Most teachers stated that they didn't apply the sunscreen because it was too much trouble. However, interestingly, some child care administrators stated a fear of litigation for their reason not to apply sunscreen. The report states that these administrators "consider sunscreens a 'medication,' and no medication can be 'given' to a child without parental authorization."

SAC staff have a responsibility to minimize children's exposure to sunburn and fast tanning (a tan is the skin's response to injury). Rather than worry about litigation related to applying a medication, it seems more likely that a program that lets children "fry" in the sun without consideration of protection would be negligent and open to being sued. Certainly, staff feeling it is "too much trouble" is not a reason to leave children unprotected.

SAC programs and staff need to have policies and procedures that protect children from both sunburn and heat stroke. These should be just as much a responsibility in SAC as any other health and safety issue. See the following article on "Sun Tips" for ideas for your policies and procedures.

Sun Tips

How do other programs handle the issue of sun protection and what are some of the tips and strategies you should consider for your policies and procedures?

School-Age NOTES phoned around to find out what other programs do about this. One large multi-site program in Florida does not have an explicit policy about sunscreens. But the director reminded us that in the summer in Florida most people stay in the air conditioned buildings and only venture outside before 10 a.m. and after 4 p.m. Parents and kids are fairly "sun savvy" and do things like wear t-shirts when swimming.

A multi-site program in Minnesota has guidelines for parents to provide sunscreens and for staff to be diligent about kids covering up and to monitor how much sun and heat they are exposed to. Some of the things they do are:

❑ Have kids keep their sunscreen in their cubbies.

❑ Have on hand a "kids brand" sun block, safe enough even for infants, for those kids without sunscreen.

❑ Create as a routine putting on their sunscreen (and hats and sunglasses) each time before going outside.

❑ Checking and helping the kids who may have problems getting covered.

❑ Limit to about one hour the time kids are continuously exposed.

❑ Don't let kids run around with their shirts off.

If outside the whole day (on field trip or special events day), they:

❑ Have kids drink plenty of water.

❑ Bring own water, don't rely on having water available at the destination site.

❑ Make kids take breaks in the shade and time to cool down.

General Tips

Here are more sun-safety tips that your program can use:

❑ **Alert** parents and staff to the dangers of sun exposure and your program's concern. Ask parents for their help in protecting their children.

❑ **Inform** staff, parents, and children of your efforts to help prevent overexposure to the sun.

❑ **Remember** ultraviolet rays from sunlight, which cause cancer, can reach the skin on cloudy days and even underwater.

❑ **Minimize the time** children are on the playground between 10 a.m. and 2 p.m. which is the most intense period of ultraviolet rays.

❑ **Encourage children** to wear hats and sunscreens or sunblock lotions when on the playground or on field trips, particularly when around pools or beaches.

❑ **Help parents** raise this issue with school systems regarding lunch recess outside and outdoor field trips and picnics. This is particularly important in the summer for year-round systems or for schools in tropical climates.

❑ **Have staff model** good sun protection techniques.

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Patriotic July Celebrations

Let's Have A Parade!

Plan a Fourth of July parade. Have children use old clothing and art supplies to create costumes representing an important person, place, thing, or idea related to the country's independence. Take your parade to a nearby nursing home, hospital or preschool child care.

Patriotic Poets

Provide samples of poetry from an assortment of children's books. List the following words on a chart or chalkboard:

independence	parade
July 4th	firecracker
flag	freedom
sparkler	holiday
red, white, and blue	nation
country	fireworks

Have the children use any of these words (or others that they come up with) to create patriotic poems.

Patriotic Murals

Plan and paint a mural depicting the signing of the Declaration of Independence, a Fourth of July parade, a fireworks show, or a summer picnic with friends. To create a fireworks effect on the mural, children can dip plastic drinking straws into tempera paints and gently blow the paint onto the paper (being careful not to suck in on the straw!).

Patriotic Presentations

In small groups have the children write a story and plan how they will act it out for the others. Give them a few ideas for their creative scripts, such as:
The little firecracker that lost his blast…
The first Fourth of July parade…
The invisible Fourth of July celebrations…

Flag Flying

Think of all the ways that an American flag may be flown or displayed. Where do you usually see an American flag? How many different ways can you think of? Some possibilities include:

from a flag pole
from a building
at half mast
with other flags
in a parade
behind a speaker
on a casket

Flag Factory

American flags are made by many different manufacturers. They may be made out of cloth, plastic, paper, or other materials. Plan for and set up your own American flag factory. Give your flag factory a name and make a sign. Design a floor plan for the factory. Set up the factory area using existing furniture and large appliance boxes. Decide which employees are needed for the factory and give them job titles. "Hire" employees for these jobs. Design the process for making flags, using colored construction or butcher paper. Will each flag be made entirely by one worker or will flags be made in an assembly-line fashion? Write an advertisement to "sell" the flags your factory produces. What price will you charge for your flags?

July Birthdays

Below are famous people with birthdays in July. How many names do the children recognize? Do they know what these people are famous for? Create a matching game on a large chart or on individual papers and see how many the children match correctly with their occupations or achievements:

July 4 – **Stephen Foster,** a Southern composer know for "Camptown Races" and "Oh, Susannah."

July 12 – **Bill Cosby**, comedian and television star.

July 20 – **Sir Edmund Hillary**, the first mountain climber to reach the peak of Mt. Everest.

July 21 – **Robin Williams**, a comic and movie star.

July 22 – **Emma Lazarus**, an American poet who wrote "Give me your tired, your poor, your huddled masses yearning to breathe free. ." inscribed on the Statue of Liberty.

We All Scream For Ice Cream!

Chocolate, Banana, Peanut Butter Shakes

Peel a banana and cut it into bite-size pieces. Freeze the pieces for several hours.

Mix the following ingredients together in a blender:

1 cup of chocolate ice cream
frozen banana pieces
1/4 cup of creamy peanut butter
1 cup of milk

Enjoy your creamy, cold chocolate, banana, and peanut butter treat!

Coffee Can Ice Cream

Use two coffee cans for each five (1/2 cup) servings you plan to make. Clean regular (1 lb.) and large (21/2 lbs.) coffee cans with plastic lids work best.

Mix the following ingredients in the smaller coffee can:

1 pint of cream or Half-and-Half
1/2 C. sugar 1 tsp. vanilla

Place the lid on the can. Put about one inch of crushed ice in the bottom of the large can and cover it with one tablespoon of rock salt. Place the small can on top of the layer of ice and salt. Pack about 6 cups of ice around the remaining space in the large can,alternating layers of ice and rock salt (about 12 Tbsps.). When filled, put the lid on the large can. Roll the can back and forth on a flat, hard surface for 10 to 15 minutes. Remove the smaller can and take off the lid. If the ice cream is too soft, repack the cans with fresh ice and salt and roll the can a few minutes longer until the ice cream becomes firmer.

For health-conscious programs concerned about the fat and sugar content of the ice cream, try this healthy alternative: spoon no more than a tablespoon of the ice cream over a bowl of fresh fruit (peaches, strawberries, blueberries, or bananas) to serve as a refreshing summer's day snack!

Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Debora Phillips* of Lubbock, Texas.

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JULY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
SOMETHING TO CELEBRATE	July is *National Peach Month*, *National Hot Dog Month*, and *National Baked Bean Month*. Honor each of these foods at lunch or snack.	July is *National Parks and Recreation Month*. Plan a trip to a nearby park or gather materials about a National Park and plan a fantasy vacation.	July is *Anti-Boredom Month*. Make a list of all the things you want to do in July to fight off the "Boredom Blues."	July is *National Picnic Month*. Make a picnic lunch to serve outdoors. Go to a nearby park or simply spread blankets in a shady spot near the program.	July is the beginning of the "Dog Days" of summer. These are the hottest days of the year. Imagine all the different ways you can cool off. Be creative!
I SCREAM FOR ICE CREAM!	July is *National Ice Cream Month*. National Ice Cream Day or "Sundae Sunday" is the third Sunday in July. Celebrate one day later with "Sundae Monday."	The ice cream cone was invented on July 23, 1904 in St. Louis, MO. Make your own Coffee Can Ice Cream (see p. 4) and serve in cones.	List as many different flavors of ice cream as you can. Make up a few exciting names for imaginary flavors. What would you include in these new flavors?	Make and enjoy Chocolate, Banana, Peanut Butter Shakes (see p. 4)	On July 8, 1881, a Wisconsin pharmacist, Edward Berner, invented the ice cream sundae. What would you use to create a perfect ice cream sundae for yourself?
WHEN FREEDOM RINGS	July 4, 1776 — The Continental Congress passed the Declaration of Independence, creating the United States. How old is the U.S. today? Have a birthday party to celebrate.	July 14, 1789 — Bastille Day is celebrated every July 14th in France. What event led to this holiday? How is it like our July 4th celebrations?	July 4, 1826 — John Adams and Thomas Jefferson both died on the 50th anniversary of U.S. independence. What was each man's contribution to the fight for freedom?	July 1, 1867 — Canada Day is celebrated on this date when Canada became a self-governing dominion. Decorate the room with red and white for Canada's flag.	July 4, 1884 — France presented the Statue of Liberty to the United States as a 100th birthday present. What does the Statue of Liberty represent?
POSTAL NEWS	On July 26, 1775, Ben Franklin became the first Postmaster General. What was his job? If you were the Postmaster, what changes in the mail system would you make?	The first U.S. postal stamps with glue on the back were issued on July 1, 1847. Draw a design for your own postage stamp.	Start a stamp collection. Children can collect stamps from mail received at home and at the program. How many different types of stamps can you collect?	Write letters to children who are sick and in a local hospital.	Set up a "mail" system and encourage children to write to each other. Have a mail drop with children taking turns being "Postmaster" and delivering the mail.
AROUND THE WORLD	Amelia Earhart was born on July 24, 1898. Find a book about this pioneer aviatrix who disappeared during an around-the-world flight. Trace her flight on a map.	On July 2, 1937, Earhart's plane vanished over the Pacific Ocean while in flight. Draw a mural depicting what she would have seen on her flight before disappearing.	On July 22, 1933, Wiley Post completed the first solo, around-the-world air voyage in 7 days, 18 hours and 49 minutes. How many minutes was he in flight?	In *Around the World in Eighty Days* by Jules Verne, read about an exciting hot air balloon race to see who could go around the world first .	Plan your own trip around the world. Get brochures from a travel agency and plan where you would go and what you would do on your trip.
IN OUTER SPACE	NASA was created on July 29, 1968. What does "NASA" stand for? How many sites for developing, launching, and tracking space flights does NASA have?	On July 15, 1965, the "Mariner IV" satellite transmitted the first close-up photos of Mars. If you lived on Mars what would you look like? Draw a Martian self-portrait.	John Glenn, Jr.'s birthday is July 18th. He was the first American to orbit the earth in a space ship. Draw a picture of what he saw from space.	Space Week is observed July 20-26 to celebrate when Neil Armstrong became the first man to walk on the moon on July 20, 1969. What did he say during that historic occasion?	Cosmonaut Svetlana Savitskaya became the first woman to walk in space on July 25, 1984. Practice your own space walk. What would your movements be like?

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Has Your State Allocated Soon-to-Expire SAC $?

From the Editor: *We followed up on an April posting on the Internet SAC-List; here is an update to that posting.*

On October 1, 1996, $19 million became available to states as a funding set-aside intended to continue the activities previously funded under the Dependent Care Planning and Development Grant (DCP) [commonly known as DCBG - Dependent Care Block Grant].

With all the changes in child care policies...spending $19 million may have been overlooked in your state.

These funds are for resource and referral activities and school-age child care services. The states have through the end of next year to spend these funds. But the mandatory and matching money states received for FY97 must be obligated by the end of this fiscal year, September, 1997. This offers a great opportunity for funding summer programs [or fall programs] this year.

With all the changes in child care policies on the national level, and the states' deadline of July 1, 1997 to submit their child care plan, spending this $19 million may have been overlooked in your state.

Extending school year programs, expanding summer programs, and collaborating with summer food service sites would be a great way to serve school-age children.

To find out the status of these earmarked funds and how to access them for school-age programs in your state, ask the child care administrator (the agency that administers the Child Care and Development Block Grant) as the lead agency in your state. Or call the Department of Social Services or child care licensing agency. Your state child care resource and referral agency or school-age care coalition also may know.

Washington Notes

by Charles Pekow

Charles Pekow is editor of "Day Care U.S.A." This report is written exclusively for SAN readers.

Drug & Violence Prevention Grants Available

If you want to use someone else's proven idea to keep kids away from drugs and violence, a grant may await you. The Dept. of Education (DoE) is offering awards under the Safe & Drug-Free Schools & Communities National Program that school-age programs can apply for.

A priority: replication of Effective Programs or Strategies to Prevent Youth Drug Use, Violent Behavior, or Both. Projects must copy strategies that other programs have used successfully for at least two years. Applicants must either show that a federal agency such as the National Institute on Drug Abuse, has approved their idea or use ideas proven effective in a peer-reviewed national professional journal. (If you want to reproduce a locally developed program, provide evidence of its success over two years.)

For examples of successful programs, request the publication *Preventing Drug Abuse Among Children & Adolescents* from the National Clearinghouse for Alcohol & Drug Information, P.O. Box 2345, Rockville MD 20874-2345, (800)729-6686. DoE plans to award about six three-year grants ranging from $250,000 to $450,000.

Governments, colleges and universities, non-profits, and consortia of eligible entities can apply. Contact U.S. DoE, Safe & Drug Free School Program, 600 Independence Ave. SW, Washington DC 20202-6123, (202)260-3954, fax (202)260-7767, TDD (800)877-8339, in the Washington DC area (202) 798-9300. Deadline: August 1.

Meanwhile, if you have a unique school-age community service idea that one person can implement, you can apply for one of up to 15 National Service Fellowships the Corp. for National & Community Service (CNCS) offers. CNCS will award $2,500/month for nine or ten months in contracts to individuals proposing to contribute to a specific issue and outlining intended results. Fellows will work in CNCS or state commission offices.

For more information contact Pam Burch, Procurement Services, CNCS, 1201 New York Ave. NW, 9th Floor, Washington DC 20525, (202) 606-5000 x.352, fax (202) 565-2777, e-mail: Pburch@cns.gov. Deadline: June 16.

Business Opportunity Grants

Do you see any business opportunities in school-age care in your area? Or a chance to train welfare recipients to work in school-age programs? The Office of Community Services (OCS) is offering $5.5 million in grants from the Job Opportunities for Low-Income Individuals Program. It is interested in school-age care programs that can cut the welfare rate in two ways: providing work for low-income individuals and care for children while their parents work.

Ideas can include offering technical help and funding to private employers to start or expand programs or hire teachers, and helping people start their own program (including family day care). Only non-profits can apply. Grantees can get up to $500,000 to last three years. OCS expects to award 10-20 grants by Sept. 30. It suggests cash or in-kind matches.

Grantees can use the funds to renovate existing buildings for school-age care. Projects must start new services or expand existing ones, not replace other funding. Applicants working in high welfare areas get priority.

Jobs must pay minimum wage and provide day care to employees needing it. You also need approval from your state welfare agency. For applications and info, see the May 7 Federal Register, or contact OCS, Administration for Children and Families, 370 L'Enfant Promenade SW, Washington DC 20447, (202) 401-9341. Deadline is July 7.

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

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Come to Nashville!

TennSACA Seeks Workshop Proposals

The Tennessee School-Age Care Alliance will sponsor the 9th Annual Tennessee School-Age Care Conference in Nashville, March 6-7, 1998 and is seeking workshop presenters.

Workshops are one hour in length. Presenters should indicate whether they are willing to repeat their session. Up to two presenters per workshop will receive complimentary registration.

Interested presenters should send a workshop proposal which includes the workshop title, a 50 word or less description of the workshop, plus the presenter's job title, agency/program, address, and phone number. Proposals are due September 19, 1997.

Send proposals to Lisa Beck, TennSACA, P.O. Box 128093, Nashville TN 37212.

Rich Scofield Goes "Down Under"

Rich Scofield, Editor/Publisher of School-Age NOTES has been invited to Australia this September for a series of workshops on school-age care in the states of Queensland, New South Wales, and Victoria and a presentation on child development at the Australian Early Childhood Association National Conference in Melbourne. This national conference is held once every three years. (Dates/places of workshops are listed in "SAC Conferences" column.)

This will be Rich's first return visit to the country since working as a special education teacher in Daceyville, a Sydney suburb, over twenty years ago.

School-age care in Australia has many similarities to SAC in the U.S. but one of the first differences noted is what the field is called. The common term (or variation) is OOSH – Out of School Hours. Their national organization is NOSHA–National Out of School Hours Services Association.

10 Years Ago in SAC

Record Attendance

In 1987, 1400 school-age child care and recreation professionals attended the 5th Annual California School-Age Consortium Conference in San Jose. To our knowledge, this represents the largest state school-age conference ever.

SAN's comments at the time: "The conference included speakers from top level legislative and mayoral ranks. This certainly reflects a powerful alliance between front line workers and the political community."

Orlando...

(Continued from front page)

longer - 10,15, 20 years - we will need to continually provide appropriate learning opportunities for the "advanced practitioner." Several old-time SAC hands said they wished there were more workshops for advanced practitioners. Well, the program committee works with the proposals submitted so here is an opportunity to ensure that some "advanced practitioner" workshops are received for next year.

The 1998 10th Annual NSACA Conference will be in Seattle, April 30-May 2, 1998. Workshop proposals must be postmarked by July 31, 1997. Six copies must be received, no faxes will be accepted. For presenter's application and criteria for selection contact: 1998 NSACA Conference, c/o School's Out Consortium, 1118 Fifth Ave., Seattle WA 98101, 206-461-3602.

SAC CONFERENCES

BOSTON July 19-24, 1997
SAC Advanced Leadership Institute, Wheelock College, **Contact:** 617-734-5200, ext. 279

WASHINGTON August 1-2, 1997 **New Listing**
9th Annual WASACA Conference, Olympia
Contact: Carina del Rosario, 206-461-3602

AUSTRALIA September, 1997 **New Listing**
Rich Scofield will present workshops in **Brisbane** - Sept. 6, **Contact:** Neil Harvey, Fax: 7-3371-1977; **Myall Lakes, NSW** - Sept. 13-14 and **Sydney** - Sept. 16, **Contact:** Judy Finlason, Ph: 2-9212-3244; **Melbourne** - Sept. 21-22, **Contact:** Mandy Bromilow, Ph: 3-9690-6744 or wsm@latrobe.edu.au

NORTH CAROLINA Sept. 26-27, 1997 "Growing Up with Places to Go," 1997 Older Kids Conference, Charlotte, **Contact:** 704-549-4803

CANADA Oct. 16-18, 1997 **New Listing**
8th Annual Ontario SAC Conference, Sudbury, Ontario, **Contact:** Pam Brown, 705-525-0055

MICHIGAN October 28, 1997 **New Listing**
10th Annual Michigan SACC Conference, Warren
Contact: Sue Javid, 810-228-3490

NORTH CAROLINA Nov. 21-22, 1997
8th Annual NCSACC Conference, Winston-Salem
Contact: Jennifer Tennant, 919-967-8211, ext. 263, or 919-929-8725

GEORGIA February 20-21, 1998 **New Listing**
7th Annual GSACA Conference, Atlanta
Contact: Kimberly Nottingham, 404-373-7414

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June 1997

RESOURCES

Environmental Action Club

Now your program can have an environmental club complete with newsletters, an action guide full of projects, and a worldwide network of children concerned about similar issues.

Kids for Saving Earth Worldwide® (KSE) is a non-profit organization designed to educate and actively involve school-age children in environmental issues. A club membership is available for $15, which includes an Action Guide with projects suitable for school-age children, certificates of membership for up to 30 members, plus the KSE News and Action Programs as they are issued. Club members are designated as "Defenders of the Planet" and take the "Kids for Saving Earth Promise."

Eleven-year-old Clinton Hill started the first Kids for Saving Earth club with friends and classmates in New Hope, Minn. before his untimely death in 1989. However, his parents continued his environmental work by making the organization a national non-profit group focusing on educating children about environmental issues.

In 1994, Clint's father died of cancer, and for 18 months KSE halted operations while Clint's mother, Tessa Hill, took a sabbatical. However, now Mrs. Hill has reformed KSE into Kids for Saving Earth Worldwide, whose mission is to educate, inspire, and empower kids to protect the earth.

As part of the membership, clubs get information on taking an active role in "Action Programs" such as saving the rainforest and protecting the Arctic National Wildlife Refuge.

For more information call KSE at their Plymouth, MN headquarters at 612-559-1234, or write to Kids for Saving Earth Worldwide at P.O. Box 421118, Plymouth MN 55442.

NAEYC *The Great Outdoors* Resource

Another great resource related to environmental issues is the publication from the National Association for the Education of Young Children (NAEYC) *The Great Outdoors: Restoring Children's Right to Play Outside*. According to this book, "first-hand experiences in the natural world are valuable, perhaps crucial, in children's developing environmental values." The book includes great plans for creating safe, interesting outdoor environments such as natural habitats and "peaceful playgrounds."

The Great Outdoors: Restoring Children's Right to Play Outside is available from School-Age NOTES for $8.95 ($7.95 for subscribers) plus S&H. The books can also be ordered directly from NAEYC for $8, with no shipping on prepaid orders. To order from NAEYC, call 800-424-2460.

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Grace Mitchell's Reflections

It is reassuring to know that in regard to good, child care practices including school-age that there has been a strand of continuity—from John Dewey through the Play Schools movement of school-age child care 1917-1950's and on through the 1960's and 70's to the present. Grace Mitchell was a part of that continuity. She was called "the most experienced day care specialist in the country." Her career in early childhood education and child care started in the 1930's. Her beliefs about school-age care and child care can be seen in her writings. Her 1961 book Fundamentals of Day Camping *was written for the American Camping Association and copyrighted by the National Board of the YMCA. Her 1979 book* The Day Care Book *was written as a guide for parents and based on her observations of programs across the country.*

36 Years Ago:

On Making Money in Child Care

"I trust that the potential day camp owner will be enlightened not frightened by the multitudinous details outlined as necessary to day camp operation. This is serious business, as is any project which has a direct influence on the health, welfare, and happiness of children, but it is a business which will bring deep satisfaction to one who is primarily concerned with camper needs and program ideals. The individual who looks upon day camping as a business venture, using campers as a means to a financial goal, is urged to turn his attention to some other enterprise which relates to inanimate objects rather than impressionable human beings."

On Parents' Demands

"Each...director starts out with a ready-made set of beliefs. It is wise to keep an open mind and be willing to change, but it is also important to back up convictions with courage if necessary. One director says, 'I know that our program is too highly organized. We should be doing more real camping, but Mr. Smith insists that we teach his son to play baseball.' Another says, 'I cannot conduct a program which is contrary to my belief in what is right for children. I will have to show Mr. Smith that what we have to offer his boy is good.' Actually each camp director must decide at the outset whether he is going to run his camp for the benefit of children or to please parents, remembering that 'he who tries to please everyone pleases no one.'"

...It is not essential for every [child] to be doing something all the time. The nicest gift we can give to some children is an opportunity to be still and do nothing...

On Doing Nothing

"While he is looking at the program, the day camp director should bear in mind that it is not essential for every camper to be doing something all the time. The nicest gift we can give to some children is an opportunity to be still and do nothing; the finest thing we can teach them is to take time to STOP,

(Continued on page 7)

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Bulletin

White House Interested in SAC

Guidebook for Keeping Schools Open After School Announced

As we go to press, three events are occuring involving the White House and school-age child care.

The first is the announcement of an end-of-the-year conference on improving the quality of child care – a top-priority project for first lady Hillary Rodham Clinton. Mrs. Clinton is looking to the military to see if their on-base child care programs have ideas for the civilian world.

The second is the June 25th 6th Annual Family Re-Union Conference in Nashville, Tenn. hosted by Vice-President Gore with President Clinton as a keynote speaker. One of the focuses of the conference will be after school learning opportunities.

The third event is the announcement made in June by Mrs. Clinton and the Department of Education of the guidebook *Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment Before and After School.*

(Continued on page 7)

Notes from Around and About

Creative Use of Large Spaces

Ray Mueller, of Boulder, CO, posted this idea on the SAC list server over the Internet:

Ray writes: "I thought [this] was a very creative way to use such a big space, and let each child have a place they can call their own, so I thought I would pass it along.

"I just visited a summer camp that is in the gym of an elementary school, which is focusing on the performing arts. They dance, sing, do make-up and costumes, and put on plays every now and then.

"The neat thing is that each pair of children have their own 'dressing room,' which is a space along the wall about 5 feet long, separated by cardboard dividers. The kids have labeled their spaces to make them their own, and filled them up with pillows, blankets, books, carpets, posters, art work, you name it. Some of the stuff they brought from home, other things were available to them at the program. Some of the older kids brought in big boxes and designed their dressing rooms with a ceiling and walls that are decorated with pictures and photographs. They use this space to store their belongings, and to to have a place to go to when they just want to chill out."

The SAC director who came up with this idea is Mary Pratt-Weis. She works at the YMCA of Boulder, Co. She can be contacted at 303-443-4474 ext. 359.

Sunscreens as Medications

Janet Purser, from Cabarrus County, NC, wrote to us about our June article on the dangers of letting school-agers get too much sun during the day and about applying sunscreen. One of the suggestions was to keep sunscreens on hand in case children forget theirs, so that everyone will be protected. Janet reminded us that sunscreens have to be treated as medications, because of the possibility of allergic reactions causing children to break out in a skin rash. Purser related the story of a child who reacted so violently to a particular brand of sunscreen that he had to have skin grafts.

The safest bet, according to Purser, and we would have to concur, is to insist that parents provide the sunscreen they want their children to use.

Business Enterprises

Connie Gassner, of Indianapolis, writes: "Our school-agers are planning a lemonade stand enterprise as a summer project. We are requesting a copy of the newsletter writer's guidelines to write about our experiences as business entrepreneurs."

As we've written about in the past, setting up a business for school-agers to operate is an excellent long-term project, perfect for summer months, and gives school-agers a sense of responsibility and working in the "real world." We would like to hear about other school-age programs who operate businesses.

We'd also like to remind subscribers to do as Connie did and request our writer's guidelines for submitting articles to *School-Age NOTES* if you have unique projects your school-age program is doing or strategies and tips that you would like to share with others. We pay for those articles we do publish.

Does Rewarding Creativity Work?

According to a recent issue of *Working Mother*, a study of 500 fifth and sixth graders suggests that rewards boost creative thinking in children. However, an important aspect of the research reveals that the rewards only have this effect when they are given for original creativity vs. noncreative, nonchallenging work.

For instance, two groups of children were given tasks. The first group was given a simple task, and the second group was given a more challenging task. Children from both groups were rewarded for their creativity. Both groups were then given another task. Individuals that received a reward for the challenging task expressed a higher degree of creativity than those participating in the simpler task. Also the individuals that received larger rewards for the previous task exhibited increased creativity in the subsequent task.

Two schools of thought exist regarding rewards of any kind. While the above noted study suggests that school-agers respond to rewards, the question that may need to be asked is for how long? Alfie Kohn, in his book *Punished by Rewards*, suggests that "manipulating people with incentives seems to work in the short run, [but] is a strategy that ultimately fails and even does lasting harm."

Kohn asserts in his book that people will actually do inferior work when they are enticed with money, grades, or other incentives.

"The more we use artificial inducements to motivate people, the more they lose interest in what we're bribing them to do," the book states.

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Freedom from Fear

Another Meaning for "Safe" in SAC

Running afoul of a bully or enduring other forms of harassment during the school-age years is more than a rite of passage, according to recent studies. Psychology professor Dan Olweus, of the University of Bergen in Norway, conducted a study which indicates that more children live in fear of being bullied or harassed in school (and perhaps school-age programs) than adults realize. And

Research found that from 10% to 15% of school-age children report being regularly bullied.

the studies suggest that beyond mere teasing, many children who are the victims of bullying bear lifelong emotional scars.

A concern expressed by children interviewed for this study and others is that the adults in charge of children on a daily basis: teachers, principals, playground directors, to name a few, often dismiss complaints of bullying from children who are being victimized, or fail to see the bullying at all, even though children responded that most bullying takes place in the classroom.

And yet, research found that from 10% to 15% of school-age children report being regularly bullied.

Olweus' study, one of the first and most comprehensive on the subject of bullying, covers many other aspects of bullying, such as whether one child is more likely to bully than another or to be victimized. But the bottom line for all adults who work with children, including school-age care workers, is that there is a responsibility to ensure the safety of all children. And whether a child is being physically bullied or taunted on an ongoing basis, a policy of "zero-tolerance" in terms of bullying and harassment needs to be in place.

Based on his findings, Olweus created an anti-bullying intervention program which has been effective in lowering the instances of bullying in schools where it is used. Olweus said that the intervention program is based on a limited set of principles which include:

1) Awareness and involvement of school adults (and others) – warmth and interest coupled with firm limits on unacceptable behavior;

2) Consistent use of non-hostile, non-physical sanctions against children who violate rules against bullying;

3) More sensitive monitoring and surveillance of children's behaviors in and outside a school (or program) building;

4) All adults responsible for children given authority to deal with bullies.

One school in South Carolina implemented Olweus' program at the beginning of the 1995-96 school year. Among other things, the school set clear sanctions against bullying and staff identified both bullies and their victims for intensive counseling. The school adopted and clearly posted three basic rules:

1. We will not bully others.

2. We will help children who are being bullied.

3. We will try to include shy children who tend to be left out.

At the end of the school year school officials saw a reduction from nearly half of all students reporting being bullied at the beginning of the year to only 22%. ∞

(This article was derived from information found in the May 28, 1997 issue of Education Week, *and Vol. 4, No. 6 of* Current Directions in Psychological Science, *as reported in the May, 1996 issue of* Growing Child Research Review.)

Editor's Note: For more on teaching children tactics for dealing with bullies, see SAN, December, 1996.

Facts About Bullying:

- About 10% to 15% of children say they are regularly bullied.
- Bullying takes place most frequently in school.
- At school, bullying occurs most often where there is little or no adult supervision—hallways, the playground, the cafeteria, and in the classroom before the bell rings.
- Most bullying is verbal rather than physical.
- Bullying begins in elementary school, peaks in middle school, and slows down again in high school. It does not, however, disappear altogether.
- Boys bully both boys and girls. Girls tend to bully other girls.
- While boys are more often the perpetrators and victims of direct bullying, girls tend to bully in more indirect ways. They might manipulate friendships, ostracize classmates from a group, or spread malicious rumors.
- Both bullies and onlookers tend to blame the victims for the treatment they receive.
- Although most victims don't look very different from their classmates, they are taunted most often because of their physical appearance.
- Boys who are chronically victimized tend to be more passive and physically weaker than their tormentors. Bullies accuse them of being homosexuals. In middle schools, girls who mature early are particular victims of harassment.
- Children are uncomfortable and confused about bullying. They say they don't like it, but they also insist that most bullying is done in fun.

(from Education Week, May 28, 1997*)*

In our next issue:

- Bullying or just teasing: When it's no longer fun
- Bullying girls and sexual harassment

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Games of the Arctic

Children's toys of the Arctic were historically made from natural objects such as bone and ivory, animal skins and fur. Balls were often made of sealskin stuffed with fringed strips of hide.

A hunting strategy used to sight caribou or whales at some distance has evolved into a blanket toss game. A group of hunters form a circle holding a walrus hide with one hunter in the middle. When they pulled the hide tight, the hunter would be tossed high in the air to look for the caribou herd or whales.

You can try this game using a blanket and a ball. Stand a group around the blanket, all holding the edges, with the ball in the center. On signal from the leader, pull the blanket tight and see how far you can make the ball go in the air. Keep trying to beat your record.

Also for entertainment, children would play with Eskimo yo-yos, two balls hanging from string, twirled in the air. To make your own, cut a hole in each end of two tennis balls. Cut two lengths of string, one about four inches longer than the other. Pass the string through each ball. Knot the end to the keep the ball from pulling off. Tie the unknotted ends together. The object is to get the balls moving in opposite circles. The trick is to keep your hand moving up and down rather than around. Keep trying, it's lots of fun!

A Trip Around the World

Plan a theme for the month celebrating the diverse world we live in. Let the children form small groups, each concentrating on a country of their choice. Try to encourage a representation from around the world. The groups create a flag and choose a game, crafts, music, dance, and a food dish to share about their country. They can research how some cultural traditions were created, like the information in the previous activity. They can also develop traditional costumes.

Have the group work on their plans one or two days a week to keep the project exciting. At the end of the month, invite parents to a vacation around the world. Have the children demonstrate the music and dances of the countries they studied, while displaying arts and crafts and serving the various foods.

First Aid Kits

Have the children make and carry their own "mini" first aid kits when away from the program. Make these kits before your first field trip of the school year.

Take any rectangular box such as computer disk holders, band-aid containers, etc. and cover the outside with construction paper or contact paper and label with "First Aid" symbols. Fill the kit with band-aids and antiseptic wipes. Include each child's own emergency contact numbers: parents work numbers, and who to contact in case parents cannot be reached. Include any known allergies and other medical alert information, as well as change for pay phone calls.

Waterscopes

Waterscopes are a fun way to view a pond full of interesting critters. Use a half-gallon milk carton, cutting off the top and bottom so you look into a square on the cut ends. Tape the bottom edge so the carton won't tear the plastic. Cover the bottom and sides of the carton with the thickest clear plastic you can find. use a rubber band to hold the plastic while you tape it to the inside of the open end. When you find a good viewing pond, tilt the waterscope as you slip it into the water. This keeps air from being trapped between the plastic and the water. And be sure you don't get water in the open end. Take a field trip to your favorite pond and start exploring.

Carnival M.A.S.H.

For your carnival fun (see page 5), set up a booth that resembles a M.A.S.H. unit. Ask a local clinic for old X-rays of broken bones, and make an X-ray machine from cardboard boxes. "Patients" can have an X-ray taken of their arm or leg, and out pops a real X-ray! Also have materials for making splints, cloth strips for bandages, and red food coloring for "blood."

School-agers thrive on the melodramatic and love to ham it up. They'll want to choose their wound (probably the gorier, the better!) and will delight in stumbling about the carnival site groaning over their supposed mishaps,or terrifying their unsuspecting parents.

Kids in the Kitchen

Cool Fruit

Ingredients:

Round slices of banana, dipped in lemon juice; bite size pieces of cantaloupe, watermelon and honeydew melon; red or green seedless grapes.

Let the children prepare the fruits and spread them on a foil-covered baking sheet. Freeze for 3 hours. Enjoy!

This cool summer treat is from the book Healthy Snacks. *Available from SAN for $6.95 ($5.95 for subscribers) + $2.50 s/h.*

Fantastic Photos

Remember all your SAC summer fun with photos. Let the children take five or more photos each, using disposable cameras. They can arrange the photos in an album and add their own narratives. Brightly colored paper cut into fun shapes and placed behind and around the photos make a memorable display. Keep the album close to the sign-out area so parents can take a peek.

Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Suellen Nelles* of Fairbanks, Alaska.

45 Activity Ideas

The minimum number of Activity Ideas in this issue is 45.

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AUGUST CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
ALL ABOUT AUGUST	August 9 — *National Book Lovers Day*. Start reading a book aloud today - kids' choice.	August 1-7 — *International Clown Week*. Plan a carnival theme with balloon games, juggling and clown skits.	August 4-10 — *National Smile Week*. Face paint smiles on yourselves or each other and have a joke-telling contest.	August 8-10 — *Mosquito Awareness Week*. Find a book on insects to learn more about mosquitoes. In Alaska, some consider mosquitoes the state bird!	August 16 — *Watermelon Day*. Enjoy watermelon for snack. If eating outside, have a seed-spitting contest as children eat.
THEMES	*Time Travelers* — Build a time machine and travel to the days of dinosaurs. Papier maché your favorite dino and create a play.	*High Flyin' Adventure* — Make kites, paratroopers, or hot air balloons. Invite a pilot to speak to the kids about flying.	*Water Olympics* — Take advantage of the hot weather to get wet with water games such as water balloon toss, sprinkler relays, and squirt gun target practice.	*Dream Day* - On Aug. 28, 1963 Martin Luther King, Jr. gave his famous "I Have A Dream" speech. Present your dream in a skit or mural.	*Olden Days* — Howdy Pardner! Dress up as they did in the Old West and have a square dance.
CARNIVAL FUN	Use refrigerator boxes to create booths for various games like the bean bag toss game. Fill an empty soda can with pebbles or sand and knock it off a ledge with a tennis ball.	Other booths can include games like dropping clothes pins in a bottle, pin the tail on the donkey, and a hula hoop contest or demonstration. Set up a "M.A.S.H." unit. (See p. 4.)	Another booth idea is to have a jar filled with jelly beans and participants have to guess how many are in the jar. Winner gets the jar of jelly beans.	Set up food booths serving light snacks like pretzels and nachos. Set up lawn games like ring toss.	Find ways for the kids to earn their tickets all month for spending at the carnival. Invite the parents too.
RAINY DAY DELIGHTS	**Story Bags** — Give each child or small group a bag with 5 random items inside. Ask them to create a drama to share with the others, using the items as props.	**Freeze Dance** — Play music and let the kids dance. Freeze each time the music stops. Play music fast and slow for added fun!	**Pitch a Tent** — Put up a tent inside or use blankets and rope for a make-shift fort. Create a group story by passing a flashlight. Use the flashlight for hand shadows too.	**What Was That?** Have children sit in a circle and pass small unknown objects behind their backs. Then they write down their guesses in order.	**Balloon Relay** — Two even teams pass balloons under their chins down the line. No hands! If it drops, start over.
BUTTONS	**Button Printing** — Press button on inkpad, then on paper. Use a pen or markers for finishing touches.	**Jewelry** — String buttons on heavy thread for a necklace or elastic cord for a bracelet. Get creative and make earrings too.	**Button Mosaic** — Draw a simple picture on paper and fill in with different sized and colored buttons.	**Button Face Magnets** — Paint a face on a button, cut felt in shape of a head around button and glue a magnet on the back.	**Button on a String** — String is tied to form a circle large enough for all the players to hold it overhanded with both hands. IT tries to guess who has the button as it passes hand to hand along the string.
JUST FOR FUN	*Physical Fun* — Plan organized games like soccer, basketball, and Ultimate Frisbee®. Play for fun - no eliminations.	Plan frequent cooking projects like rice krispy treats and jello jigglers.	Use music as background sound during "hang-out" time, or create a wild event with a lip sync contest.	*Junior Leaders* — Have the older kids plan a watermelon treasure hunt for the younger kids and then share in the delicious rewards.	*Cartooning* — Find a book on cartoon basics and teach simple faces. Let the kids make their own cartoon strip.

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Washington Notes

by Charles Pekow

Charles Pekow is the editor of "Day Care U.S.A." This report was written exclusively for SAN readers.

GAO Warns of Coming Care Shortage

Warning: A major increase in the supply of school-age care may be needed if welfare reform is going to work. As states must put half of welfare recipients into jobs in coming years, the current already-tight supply of programs won't be able to take the increased number of school children needing before-and-after-school supervision.

The General Accounting Office (GAO) warns thus after studying child care supply in Chicago, Baltimore, and rural Oregon. GAO says that without more organized care, parents would have to rely on self-care and informal care. Present law exempts parents of preschoolers, but not school-agers, from work requirements if they can't find suitable care.

In Chicago, for instance, formal care arrangements can only serve 23% of current demand for school-aged care, GAO estimates. When 25% of welfare parents must work, the percentage will drop to 20%, shrinking to 19% when 35% must work and 17% when half of parents participate.

The gap gets even worse than the numbers show, because shortages are greatest in poor areas, where most welfare families live. In Baltimore, formal school-age care can handle 75% of the need in non-poor areas, but only 36% in poor areas. This figure would drop to 25% when half of welfare recipients gain employment.

To make matters worse, resource & referral staff in Chicago and Oregon said they can't always find ways to transport children to and from existing sites.

One caution on the data: GAO didn't explore the role of informal arrangements, such as relative or neighbor care that parents could use.

For a free copy of the 48-page report, *Welfare Reform: Implications of Increased Work Participation for Child Care*, request GAO/HEHS-97-75 from U.S. GAO, P.O. Box 6015, Gaithersburg MD 20884-6015, 202-512-6000, FAX: 301-258-4066, TDD: 301-413-0006.

New Crime Measure Contains School-Age Provision

Fighting crime continues to provide the greatest opportunities to finance school-age care from federal sources. The House Committee on Education & the Workforce approved another juvenile crime bill that would give states a block grant to fund delinquency prevention activities. The Juvenile Justice & Delinquency Prevention Act (H.R. 1818) specifically mentions before-and-after-school programs, recreation, and arts and crafts activities as eligible for grants.

Congress could decide annually how much to appropriate. States could keep only 5% of the funds for administration, evaluation, etc., and must pass the rest to local governments, schools, or community groups. Grantees would have to use the funds for new services - not to replace existing money.

Senate Passes Boys and Girls Club Act

Look for 2,500 Boys & Girls Clubs to cover the country in three years. The Senate approved legislation to create 1,000 new clubs by the year 2000. Last year, Congress approved $100 million over five years to start clubs. The Senate recently approved Senate bill S.476, which would streamline the application process to start clubs, particularly in public housing and other low-income areas.

The bill would also reserve 5% of the funds for a grant to Boys & Girls Clubs of America to create a "national role-model speaking tour program." The funds would pay expenses (but no fees) to professionals to visit clubs to talk to children.

Rep. Henry Hyde (R-IL), chairman of the House Judiciary Committee, introduced an identical measure in the House. Hyde anticipates no controversy and wants to ram the bill through the House and to the president as soon as possible.

Tax Credit Index in House

The House Ways & Means Committee approved a measure that would make it easier for parents to pay for school-age care. The budget reconciliation package would index the Dependent Care Tax Credit for inflation – the first adjustment to the credit since 1982. The credit, now capped at $4,800 for a family with two or more children, would probably rise to about $5,500 by 2002. Several senators have introduced measures that would also expand the credit.

Computer-Related Health Problems for School-Agers

In a report published in the Nashville daily newspaper, the *Tennessean*, Repetitive Stress Injury (RSI) is one of many problems for children that stems from computer use. RSI may become a large health problem if some type of intervention does not take place soon.

Problems associated with computers include the following:

- Because computers are adult size machines, they can cause strain on children's necks due to having to tilt their heads up to view the screen. Also, children are forced to spread their smaller fingers further to access the adult-size keys.
- Computer screens bring information closer to the eyes, creating myopia (eye strain and fatigue), which can lead to blurred vision, dry or irritated eyes, and headaches
- Repetitive motions can create a muscular and skeletal condition characterized by chronic pain in the hands and wrists. The condition can ultimately lead to possible crippling effects that require surgery.

It's important for adults to listen to children's complaints, especially of wrist soreness, headache, or eye pain. If it can be determined that these complaints are coming in association with computer use, measures need to be taken to protect the child's health.

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Grace Mitchell...

(Continued from front page)

LOOK, and LISTEN. Day camp can be an oasis in the midst of a world where pressure and haste prevail."

18 Years Ago:

On Caregiver Qualifications

"Who are the people who will care for your child? What qualifications do you want them to have? Does age make a difference? How much education do you think they need? How important is experience? How are they trained? How well are they supervised? How many should there be to insure individual attention? How many different personalities will your child have to adjust to in one day?"

[School-agers] need someone who will lend a sympathetic ear when they need to talk, but who can also help them find legitimate ways to let off steam.

On Staff for School-Agers

"When the older children come in from school they need someone who will lend a sympathetic ear when they need to talk, but who can also help them find legitimate ways to let off steam. A good combination would be to use high school and college students who have had training and/or experience as camp counselors, assisted by senior citizens who would enjoy a game of Parcheesi, help with a wood working project, or teach the children to embroider. These children do not need a leader who has already expended most of her energy as a teacher in the day care center, or the person who accepts the assignment because he or she needs extra money!"

On Observations of SAC

"I observed in some centers that the children arriving on the school bus were greeted by adults who looked as if they were truly glad to see them and would understand their needs for a change from the rigors of a school day.

"On the other hand I heard regular day care staff moaning in anticipation of the arrival of the school bus; I saw children who had been sitting in school all day seated at tables for directed lessons, and I saw the staff brush off the questions and reports of these children, showing no interest in the kind of day the child had had and the experiences they had encountered. Frequently I saw children boxed into a preplanned program with no consideration given to their interests.

"As we consider the different methods for delivering [child] care, we need also to look at the providers, their motives and their methods."

White House...

(Continued from front page)

The Executive Summary and full guidebook are available by calling 800-USA-LEARN, or by downloading the reports from the Department of Education's website at <www.ed.gov>.

School-Age NOTES will report more fully on this new program after we have a chance to receive, read over, and evaluate the guidebook.

Great Ideas

The following is a "Great Idea" from 250 Management Success Stories *published by Child Care Information Exchange.*

SOS!

Whether it's the dog days of summer or "Will winter ever end?" February and March days, there are times when staff are on edge, burnt out, ready for a change. Have an SOS (Support Our Staff) week. Have every staff person draw the name of another staff person and write a paragraph telling why they are happy to have the opportunity to work with this person. Soon there'll be smiles enough for everyone to make it one more day!

Older Kids Conference

Plan now to attend the 1997 Older Kids Conference, "Growing Up With Places to Go," to be held September 25-27, 1997 in Charlotte, NC at the Charlotte Westin Hotel.

Designed specifically for school-age care professionals who work with 9- to 15-year-olds, this is the fourth year the conference has been held.

The conference is sponsored by the North Carolina School-Age Care Coalition. Registration materials will be available in early July. For more information call 704-549-4802. Leave your name and mailing address to receive registration materials.

SAC CONFERENCES

BOSTON July 19-24, 1997
SAC Advanced Leadership Institute, Wheelock College. **Contact:** 617-734-5200, ext. 279

WASHINGTON August 1-2, 1997 New Listing
9th Annual WASACA Conference, Olympia
Contact: Carina del Rosario, 206-461-3602

AUSTRALIA September, 1997
Rich Scofield will present workshops in **Brisbane** - Sept. 6, **Contact:** Neil Harvey, Fax: 7-3371-1977; **Myall Lakes, NSW** - Sept. 13-14 and **Sydney** - Sept. 16, **Contact:** Judy Finlason, Ph: 2-9212-3244; **Melbourne** - Sept. 21-22, **Contact:** Mandy Bromilow, Ph: 3-9690-6744 or wsm@latrobe.edu.au

NORTH CAROLINA Sept. 26-27, 1997 "Growing Up with Places to Go," 1997 Older Kids Conference, Charlotte. **Contact:** 704-549-4803

OHIO Oct. 12-14, 1997 **New Listing**
COSERRC Early Childhood & SAC Conference, Columbus, **Contact:** 614-262-4545

CANADA Oct. 16-18, 1997
8th Annual Ontario SAC Assoc. Conference, Sudbury, Ontario. **Contact:** Pam Brown, 705-525-0055

MICHIGAN October 28, 1997
10th Annual Michigan SACC Conference, Warren
Contact: Sue Javid, 810-228-3480

NORTH CAROLINA Nov. 21-22, 1997
8th Annual NCSACC Conference, Winston-Salem
Contact: Jennifer Tennant, 919-967-8211, ext. 263, or 919-929-8725

GEORGIA February 20-21, 1998
7th Annual GSACA Conference, Atlanta
Contact: Kimberly Nottingham, 404-373-7414

DO WE HAVE YOUR SAC CONFERENCE DATES?

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RESOURCES

Juvenile Violence Report Available

The Coordinating Council on Juvenile Justice and Delinquency Prevention has prepared a report and action plan for curbing the violence in children's and youths' lives in the U.S. *Combating Violence and Delinquency: The National Juvenile Justice Action Plan* is available free from the Juvenile Justice Clearinghouse.

The Coordinating Council was created to examine how programs can be coordinated among Federal, State, and local governments to better serve at-risk children and juveniles; to make recommendations on the coordination of overall policy and development of priorities and objectives for all Federal juvenile justice and delinquency prevention programs; and to make recommendations concerning the implementation of overall policy and strategy to carry out the action plan.

The Action Plan looks at eight objectives for reducing juvenile violence: 1) provide immediate intervention and appropriate sanctions and treatment for delinquent juveniles; 2) prosecute certain serious, violent, and chronic juvenile offenders in criminal court; 3) reduce youth involvement with guns, drugs, and gangs; 4) provide opportunities for children and youth; 5) break the cycle of violence by addressing youth victimization, abuse, and neglect; 6) strengthen and mobilize communities; 7) support the development of innovative approaches to research and evaluation; 8) implement an aggressive public outreach campaign on effective strategies to combat juvenile violence.

The report offers, among other things, model examples of what programs are already doing in some communities, and has several appendices listing resources that are available, including technical assistance resources and program catalogs and directories.

For a free copy, call the Juvenile Justice Clearinghouse at 800-638-8736 or email <askncjrs@aspensys.com>.

Workshop RFP's for Seattle '98

- **Deadline firm**
- **Six copies firm**
- **No faxes firm**

The 1998 National School-Age Care Alliance (NSACA) Conference will be in Seattle, Wash. from April 30-May 2, 1998. The conference committee has sent out a workshop "Request for Proposals (RFP) with a deadline of July 31, 1997. Six copies must be received, no faxes will be accepted.

The Committee has reiterated that the deadline is firm, there must be six copies, and no faxes will be accepted.

For presenter's application and criteria for selection, contact: 1998 NSACA Conference, c/o School-Age Out Consortium, 1118 Fifth Ave., Seattle WA 98101, 206-461-3602.

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Get Jump on $50 Million for After School Learning Centers

As reported in the July issue, first lady Hillary Rodham Clinton and the U.S. Department of Education announced in June a guidebook called *Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment Before and After School.* This coincides with White House efforts to get passed $50 million for after school learning centers. We understand it has passed the House of Representatives and has gone on to the Senate. Remember, for years the school-age care community received only $13 million, split between R&R and SAC, under the Dependent Care Grant.

The guidebook is directed toward drug, violence, and gang prevention and providing "safe havens" for children and youth.

At this time, it is not known how the $50 million, if passed, will come down to the states and how people can apply for the money. You can be sure it can't be used to replace existing dollars but rather to start new programs and probably add new slots but not enhance quality for existing slots. Our guess is that those interested in starting after school learning centers will be directed to the *Keeping Schools Open...* guidebook. So getting the guidebook gives you a jump on what's expected if and when the money is available.

Getting the Guidebook

Call 800-USA-LEARN and follow the menu to get a publications operator. It is also available at the Department of Education's web site at <www.ed.gov>.

Examples Sought

The U.S. Department of Education is asking programs to send descriptions of "your community's efforts to provide safe and enriching learning environments before and after regular school hours." Send examples of Community Learning Centers to: Partnership for Family Involvement in Education, 600 Independence Ave., SW, Washington, DC 20202-8173.

Purpose of Centers

It is not known if the dollars for after school learning centers will focus on school communities with drug and violence problems but the tone of the executive summary of the guidebook certainly is directed toward drug, violence, and gang prevention and providing "safe havens" for children and youth. The summary states that, "Keeping schools open longer—before and after school, and during the summer—can turn schools into Community Learning Centers. By keeping school doors open during non-traditional school hours, the school provides students, parents, and the community with access to valuable educational resources. A Community Learning Center housed in the community school can be a safe after-school and summer haven for children, where learning takes place in a building removed from the violence, drugs, and lack of supervision of children that permeate some communities in America.

Content of Guidebook

About 20 different programs are profiled as models for how they have suc-

(Continued on page 6)

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NSACA Announces New Staff/Office

The National School-Age Care Alliance (NSACA) has named Janette Roman as Director of Program Improvement and Accreditation. She takes Linda Sisson's position. Sisson is the new Executive Director of NSACA.

Roman brings to the position her experience as a bi-lingual educator at the elementary level, her personal understanding of cultural diversity as a Latina, and her experiences working at the national level as a school-age specialist with Work/Family Directions.

NSACA opened its first official office in July. It will gradually consolidate addresses and tasks from D.C., Pennsylvania, Indiana, and the SACC Project to its new office at 1137 Washington St., Boston MA 02124; phone: 617-298-5012; fax: 617-298-5022.

In an announcement on the Internet SAC-List, Sisson said "I want to publicly thank Mickey Seligson and all of the staff at the SACCProject who have welcomed, encouraged, and informed me in so many ways during the time I've been privileged to spend 'in the nest' at Wellesley. They, along with all of the hard-working volunteers on the NSACA Board and in all of our 35 state affliates have nurtured the dreams of

(Continued on page 7)

Summer Freedom Schools

Another Kind of School-Age Care

The Black Community Crusade for Children (BCCC) is organizing summer programs that are safe, fun, and conducive to learning, born out of the tradition of the Freedom Summers of the 60s when rural, southern African-American communities received help with voter registration, literacy programs, and community mobilization from volunteers.

Freedom Schools seek to engage children in activities that feed their minds, bodies, and spirits.

The 32 Freedom Schools now in existence throughout the U.S. provide a free, intensive learning experience in urban and rural communities during the summer months.

More than 2,000 children were expected to be served this summer in the Freedom Schools. Students ranging in age from 5 to 18 are enrolled on a first-come, first-serve basis and are under the leadership of caring elders and college-age interns who have been trained at the Ella Baker Child Policy Training Institute of the Children's Defense Fund at the former Alex Haley Farm near Knoxville, Tenn.

The thrust of the Freedom Schools may be somewhat different from many summer school-age programs or camps because the needs of the children they serve are different. Julienne Johnson, acting director of the Freedom Schools said that "We seek to create learning environments that provide structure in children's lives, bring communities and families together to promote academic success, strengthen character, and help children be critical thinkers, who are responsible members of their communities." Johnson added that the Freedom Schools seek to engage children in activities that feed their minds, bodies, and spirits.

A typical day at the Freedom School begins at 8 a.m. when the children are greeted and served breakfast. Next comes *Harambee Time*, a group time when students, staff, and volunteers share ideas, experiences, and stories. The interns then lead children in group discussions, creative writing exercises, and story time. Role playing activities teach children how to resolve conflicts and reminds them to think about the consequences of their actions. The children also spend time playing games such as chess, Scrabble, and Monopoly, which enhance problem-solving and analytical skills. Toward the end of the morning it is **DEAR (Drop Everything And Read) Time**, a 15 minute silent reading break that emphasizes the joy and importance of reading. Children choose their books from the Freedom School reading list.

DEAR (Drop Everything And Read) Time, a 15 minute silent reading break... emphasizes the joy and importance of reading.

The children and the adults have their lunch together, stressing the family spirit. After lunch, culturally enriching activities also make up part of the day, including music, dance, and sports in the form of basketball, soccer, or tumbling. Field trips and learning exercises (obstacle courses, companion-building activities) help students to gain self-confidence.

An important component of the Freedom Schools are the weekly parent workshops. Workshops give parents the proper tools to be advocates for their children. Parents are taught the proper approach to resolving problems and helping their children improve in the classroom.

The Freedom Schools' focus surpasses that of academics. They strive to connect children to adults, their culture, and their history.

The Freedom Schools' focus surpasses that of academics. They strive to connect children to adults, their culture, and their history.

The goal for organizers of Freedom Schools at BCCC is to see both community organizations and religious and educational institutions in every neighborhood in the U.S. establish these schools. For more information on how to start a Freedom School, to order a free copy of the reading list, or to purchase a copy of the Freedom School Curriculum Guide ($30), or the Freedom School video ($20), contact Julienne Johnson, Acting Director, Freedom Schools, Black Community Crusade for Children, 25 E St. NW, Washington DC 20001, ph. 202-662-3546, or e-mail Johnson at <jjohnson@childrensdefense.org>.

(This article was based on information in the May, 1997 issue of "CDF Reports," *a publication of the Children's Defense Fund.)*

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Bullying or "Just Teasing" – When It's No Longer Fun

We've all observed it, and most likely, have all experienced it ourselves in childhood – the teasing by classmates and other peers over any differences exhibited by a child in a given situation. So a child with glasses becomes "Four Eyes," the young adolescent with new braces might get called "Metal Mouth," or a pimply face brought on by puberty becomes "Pizza Face."

Ask most adults, even those involved in the daily care and nurturing of children (teachers, school-age caregivers), and many will say that teasing and verbal harassment is a fact of life for children, that it serves to "toughen" children to better cope with a cruel and often unjust world. But when does teasing become bullying? And when should it be tolerated, or not tolerated?

Bullying is often thought to be when a child physically assaults another child, or when money, food, or possessions are extorted from some children by other children who are bigger, meaner, tougher, faster. Because teachers or other child guidance workers may not see these extreme types of behavior in their classrooms or programs, they assume that bullying is not an issue for their particular group of children. Yet researchers, when interviewing large numbers of school-age children, say that as many as 10-15% of children reported being bullied by others. And researchers also determined that children reported being severely affected, even traumatized, by the verbal assaults that a lot of people might consider "just teasing."

As a result, many children feel that teachers and other adults minimize their feelings about being bullied and expect them to resolve the situation themselves rather than the adult putting a stop to it. As well, because much of the teasing and other bullying behaviors occurs outside of the adults' sight or hearing, these adults either don't believe that it's happening, or think that the children are exaggerating.

Charol Shakeshaft, of Hofstra University, conducted a study of middle and high school students in New York state and asked them "What's it like to be a teenager today?" Students reported numerous tales of verbal harassment and general cruelty on the part of peers.

Children apparently believe that because adults are not intervening on their behalf, that the bullying and teasing is okay.

While many said they knew it was supposed to be "teasing," they still were hurt by the remarks. Shakeshaft reported. "I know I'm not supposed to feel bad because it's only a joke. But I do, I hate it," one student said.

More alarming, perhaps, is that children apparently believe that because adults are not intervening on their behalf, that the bullying and teasing is okay. Research shows that the general cultural climate, especially in the U.S., indicates that harassing, teasing, or "slamming" others is acceptable behavior, as witnessed by popular television sitcoms that appeal to children, in which these actions take place.

Researchers and developers of anti-bullying curricula agree that knowledge is power. The more that children learn about bullying and sexual harassment, the more that the children who stand by silently while someone bullies someone else will learn to take a proactive step in stopping the behavior. Researchers worry that if children aren't educated to the ill effects of bullying, the silent ones, by their denial, will essentially "side" with the bully, to protect themselves, if nothing else.

Why is this important? The researchers who have conducted these various studies state categorically that bullying or teasing of any kind should not be tolerated. Both the bullies and the victims suffer long-term consequences for the behavior. Bullies, who studies suggest are often victims of bullying behavior at home, are four times more likely to grow up to be criminals than non-bullies. And the victims report lifelong trauma, with unhappy memories of school, and possibly depression. In addition, when children have to live in constant fear of harassment or bullying at school, in the after-school program, or on the playground, their overall quality of life is diminished.

(All information for this article came from Education Week, *May 28, 1997)*

Bullying Girls & Sexual Harassment

Researchers are finding a strong correlation between teasing or bullying girls in elementary school and sexual harassment in the higher grades.

While many of us would agree that the elementary school that charged a six-year-old boy with sexual harassment for kissing a girl on the cheek, and then suspended him, was over-reacting, it's never too soon to look at the nature of teasing directed at young girls, and its implications in their lives in later years.

Studies indicate that a lot of teasing behaviors in elementary school years are gender-based. And far from the nostalgic memories of boys yanking on girls' braids that was interpreted as a form of affection, the teasing today may be more sexually-oriented.

An obvious reason for this behavior is that girls develop earlier and quicker than boys. (Remember your sixth grade class, when the girls towered over the boys?) Everyone is so overwhelmed at age 11 and up (and sometimes as young as 10) with budding breasts, the onset of menses, and sudden mood swings,

(Continued on page 7)

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Brainstorm

September 10th is National "Swap Ideas Day." This is the perfect time to begin brainstorming activities that the kids would like to do during the upcoming months. Hang a big piece of chart paper on the wall and ask the children for suggestions, writing every one on the paper. Remember, during the brainstorming process, any idea is acceptable, even completely off-the-wall suggestions! After all, sometimes the most unusual idea leads to the most creative activities.

Newspaper Skyscrapers

A newspaper rolled tightly makes a terrific "beam" for a kid-made skyscraper. Put a stack of newspapers in the center of the floor and invite kids to make their own buildings. Begin at one corner of the newspaper and roll diagonally to form a tight roll. Use masking tape to attach two tightly rolled newspapers together to form a corner. Challenge school-agers to discover ways to build the most structurally sound skyscrapers. (A triangular base usually works best, but let the kids experiment.)

Their Own Space

Kids love to have spaces that are just for them. Even in "take down" programs where you can't permanently carve little nooks and crannies for the children, they can make their own alone spaces. Cardboard boxes are great ways to temporarily give school-agers the feeling of privacy and ownership (See *SAN*, July, 1997). Large boxes can become boats, castles, or forts for one or two kids to hide out in. Simply cut out a few windows and a door, and paint the outside. Or tape two sturdy pieces of cardboard together in an "L" shape. Lean the cardboard up against a wall (so it forms a triangle) and drape a piece of sheer cloth over the top.

Puzzlers

The Great Puzzle Challenge

School-agers love to put together puzzles! Jigsaw puzzles are items that families will often donate to your program, or they can be purchased inexpensively at garage sales. Over time, however, the puzzles have a way of losing a piece or two and the favorites soon become useless.

One way to sort out the complete puzzles from the ones with missing pieces is to set up a "puzzle challenge." The kids work together to assemble puzzles and earn points as a group for each puzzle they complete. The point value increases based on the complexity of the puzzle (25 piece puzzles are worth fewer points than 500 piece puzzles). Points can be traded in for group rewards such as a pizza party, extra playground time, etc.

As each puzzle is completed, you can note how many pieces, if any, are missing and decide if the puzzle is worth keeping.

NOTE: Don't throw those old puzzles with missing pieces away! Recycle the puzzle pieces into other projects: collages, picture frames, wreaths, etc. Get creative - what can you use old puzzle pieces for?

Kid-Made Puzzles

Give each child a piece of paper and some crayons or markers. Encourage the children to draw pictures that fill up the entire page with color. Then let the kids rip or cut the page into small pieces. Trade pieces with another child and try to re-assemble the puzzles. (This activity works best if the pieces aren't unreasonable small. Twenty pieces is a good number to start with.)

The Poster Game

Before children arrive at the program, hang up a picture poster that the children have never seen before of an easily recognizable item (animals work well). Cover the poster with five pieces of colored paper. Each day remove one piece of paper. Invite the school-agers to guess the subject of the poster. Watch the guesses change as more and more of the picture becomes visible.

Sound Box

Each day put a different object into a "sound box" (an old shoe box with the lid taped shut). Let the children try to guess what's inside. Start with easy items such as bells or coins, then move on to trickier sounds like salt, crumpled paper, etc.

Mystery Ink

A departure from the lemon juice recipe, this time mix equal parts baking soda and water in a cup (starting with small amounts). Use the mixture to paint a message on white paper with a cotton swab. To reveal the message (after allowing time to dry) paint over the paper with purple grape juice.

The grape juice is an ACID/BASE indicator. This means that it will change color to determine whether a substance is an ACID or a BASE. The baking soda is a BASE, so the painting will change to a blue color. Try the same experiment using lemon juice (an ACID) as the invisible ink and see what happens with the grape juice.

Craft Clay

Mix together: 1 cup salt, 1/2 cup cornstarch, and 1 cup boiling water.

Boil all ingredients in a pan until the mixture turns into a soft mass. Remove from the pan and knead on wax paper. Model the clay and let dry for several hours. Paint with tempera paints or water colors.

Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Jenni Dykstra* of Glendale, Wis.

41 Activity Ideas

The minimum number of Activity Ideas in this issue is 41.

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SEPTEMBER CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
SEPTEMBER DAYS	Sept. 3 – *Skyscraper Day* - Kids can work in small groups to create their own skyscrapers out of craft sticks and glue, or with rolled newspapers (see p. 4).	Sept. 12 – *National Chocolate Milkshake Day* – Make a nutritious milkshake snack by combining milk, ice, bananas, and a little chocolate syrup in the blender.	Sept. 22 – *Dear Diary Day* - Make diaries by sewing pages between two pieces of tagboard. Encourage the children to record their experiences throughout the year.	Sept. 23 – *National Checkers Day* - Have a checkers tournament.	Sept. 27 – *Crush A Can Day* - Take a walk through your neighborhood picking up aluminum cans to be recycled.
FRAME IT	Take a photo of each child. Throughout the week make picture frames for these photos.	Cut picture frames out of cardboard or tagboard. Glue on tiny sea shells, pebbles or other natural items.	Make a picture frame by tying four twigs together in a rectangle shape. Make the frame more colorful by wrapping yarn around the twigs before you tie them.	Glue four craft sticks together to make a frame. Create interesting designs by watercolor painting on the sticks.	Make a picture frame out of dough. (See the recipe on p. 4.)
ROCKS	September 16 is *Collect Rocks Day*. Go on a walk to look for interesting rocks to start a group collection. Have kids bring in rocks that they find at home.	Get books about rocks and gems from the local library. The children can begin identifying the rocks in their collection.	Visit a geological museum. Most colleges and universities have Geology Departments that can be toured, and many public museums have a geological display as well.	Decorate some of the rocks in your collection with paint. Create "pet rocks" by adding eyes and other details with glue.	Set up a rock museum. Label all the rocks in your collection and invite people to come and tour the museum.
GUESSING GAMES	Sound Box - see page 4.	Fill a jar with small items such as marbles, blocks, etc. Invite kids and parents to guess how many are in the jar. Offer prizes for correct guesses.	Play the poster game on page 4.	***What's Different?*** Sit in a circle with eyes closed. Remove two or three kids who each change something about their appearance. The group tries to guess what the changes are.	***Scrambled Words*** - Write a relatively long word on a board or paper where everyone can see, but scramble the letters. Children work together to unscramble the word.
CARDBOARD BOXES	Collect boxes of all sizes for projects. Ask each kid to bring a box from home, check out the local supermarket or ask a moving company for donations.	Use tiny boxes to create unique display windows. Inside the boxes, glue small items such as dried flowers, buttons, or other little treasures.	Large boxes can be used to create tents, forts, or other alone spaces. See p. 4 for some ideas.	Box Printing! Dip boxes and box lids of different sizes into paint and make prints on paper.	Glue boxes of different sizes together to create a sculpture. Paint the finished product. Several groups can create their own sculptures and display them.
IT'S A MYSTERY	*Mystery Messages* - Look through magazines and newspapers and cut out letters and words to write your message. Glue onto paper and send to a friend.	Write mysterious notes in invisible ink. See page 4 for the recipe.	Have a treasure hunt. Hide clues around your building that lead to a surprise treat at the end.	*Mirror Messages* - Write words and letters backwards. Ask a friend to hold the paper up to a mirror to read the mysterious message.	*Guess Who?* Each child writes a brief description about him or herself. Hang the descriptions around the room and see if kids can identify each other.

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N.H. Mobilizes

Effort to Increase Quality & Quantity of Programs for Youth Begins

New Hampshire is initiating a statewide effort to improve the number of programs serving youth after school as well as improving the quality of programs for youth. Melissa Moore, Assistant Director for PlusTime NY explains, "This is the largest statewide effort New Hampshire has ever engaged in to start new programs and improve programs for youth. The need for programs is evident throughout the state." Research shows that the 3:00-6:00 p.m. time period is the most likely for teenage sex and for a child to be a victim or perpetrator of a crime. "This is a critical time period for youth. We need opportunities for youth and programs which protect youth from risks."

Thousands of New Hampshire youth will benefit from this project. This effort will place nine AmeriCorps© VISTA members in Retired Senior Volunteer Program offices in Manchester, Concord, Keene, North Conway, Berlin, Lebanon, and Portsmouth. These AmeriCorps© VISTA members will be setting up and supporting local networking and training groups, starting new after school programs for youth, and mobilizing hundreds of AmeriCorps© members, Retired Senior Volunteer Program, Learn & Serve America Members, and high school students to work in after school programs. Primary sponsors of the project include PlusTime NH, which is an organization that promotes positive activities for youth, AmeriCorps© VISTA, Retired Senior Volunteer Program, Learn & Serve Members, NH Dept. of Health & Human Services, U.N.H. Cooperative Extension, and Child & Family Services.

For additional information, contact Melissa Moore, or Cynthia Billings, Executive Director of PlusTime NH at 603-668-192x

Heard In Canada:

Non-profit vs. For-profit

by Rich Scofield

In the U.S. the split between non-profit and for-profit child care centers does not seem to be as hot an issue as it used to be 20 years ago. Maybe it is the fact that we now see for-profit programs as a needed service for business and working parents and no longer view child care as a social service. Maybe it is the increase of quality in for-profit programs. Or maybe we've seen the blurring of non-profit as some public schools, private schools, youth agencies, and other non-profits take excess funds (profits) from after school programs and divert them to subsidize others parts of their systems.

But in Canada, the rift between non-profit and for-profit is very much alive. People from non-profit groups talk with strong convictions against for-profit programs.

In Quebec there have been tremendous changes. One person commented, "With family reform in Quebec, it is expected that within five years there will be no more for-profit child care in the province!"

$50 Million...

(Continued from front page)

cessfully handled different areas of their learning programs including funding and types of programming. Sample costs and funding are cited as well as a budget worksheet.

Much of the advice - such as working with schools, forming collaborations - is already something most SAC programs readily know about. Under "Design an Effective Program" it gives a more precise insight as to what is visualized for these community learning centers.

"...Programs should never consider themselves "holding tanks." Programs can address neighborhood needs, such as providing tutoring in reading, math, or science and access to computers; creating safe, drug-free havens; providing enrichment in the arts and languages; providing intensive mentoring that helps students get into college or obtain a job; and aggressively teaching anti-drug and anti-violence approaches.

Observations

The concept of opening school buildings for community use is not new. The Lighted Schools program in Chicago in the late 1940's had both children and parents coming back to the school buildings for activities lead by the teachers.

For almost a decade Lamar Alexander, former U.S. Secretary of Education and a potential, presidential candidate, has favored extending the school day and school year by making it optional and charging parents for the extra instruction. But as has been stated before in various ways in School-Age NOTES, we have to be careful not to be mesmerized by the words "learning" and look at what children need developmentally.

In 1991, Rich Scofield, Editor/Publisher of *SAN*, said "An activity after school should not have to have the appearance of being 'educational' or 'enriching' or to produce a product to be valued by adults. In fact, those programs after school that rely on adult-led 'learning activities'...may actually hamper a child's development by not meeting physical, social, and emotional needs.... Extended school and enrichment programs influenced by this drive to appear 'educational' cannot meet school-agers developmental needs after school. Only when a child's full physical, mental, social, and emotional development is considered...and considered holistically, not as separate parts on a national standardized test, will extended school and enrichment programs have an opportunity to be developmentally appropriate and truly contribute to a child's education."

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Come to Nashville!

TennSACA Seeks Workshop Proposals

The Tennessee School-Age Care Alliance will sponsor the 9th Annual Tennessee School-Age Care Conference in Nashville, March 6-7, 1998 and is seeking workshop presenters.

Workshops are one hour in length. Presenters should indicate whether they are willing to repeat their session. Up to two presenters per workshop will receive complimentary registration.

Interested presenters should send a workshop proposal which includes the workshop title, a 50 word or less description of the workshop, plus the presenter's job title, agency/program, address, and phone number. Proposals are due September 19, 1997.

Send proposals to Lisa Beck, TennSACA, P.O. Box 128093, Nashville TN 37212.

Tenn. Seeks Child Care Administrator

The Tennessee Department of Human Services has an opening for the state Director of Child Care Services. Responsibilities of this position include child care regulations, resource and referral, grant planning and development, and child care voucher program.

Contact: Rachel Touchton, Director of Adult and Community Programs, Tennessee Department of Human Services, 400 Deadrick St., Citizens Plaza, Nashville TN 37248; phone: 615-313-4769.

NSACA Office...

(Continued from front page)

this national organization. My sadness at moving on is tempered by the knowledge that the work of our two organizations will continue to be intertwined, and I look forward to the continuing collaboration we've been building over the past two (even many more) years."

Bullying Girls...

(Continued from page 3)

that no one, boys or girls, knows how to react. The girl who is the earliest bloomer may grow several inches, suddenly have fuller breasts and hips, and essentially scare everyone, including herself. So, perhaps in self-defense, the taunts begin.

But they can get out of hand. Nan Stein, from Wellesley College's Center for Research on Women, found that girls who physically develop early are often taunted by peers, both boys and girls. They might be "mooed" when they have to stand up in class, or even called names with sexual connotations. And with children increasingly exposed to sexually-oriented material on television and movies that are becoming more explicit with every passing day, boys at younger and younger ages are, in fact, getting the message from society that it is okay to exploit and harass girls and women. Beyond the "pulling of the pigtails," girls at ever younger ages are increasingly at risk for sexual assaults from boys their own age, even if "only" verbal.

Latest on Campfire Songs

We last reported in the September 1996 issue of *SAN* about the debate between the American Society of Composers, Authors, and Publishers (ASCAP) and the American Camping Association (ACA) over the use of copyrighted songs in camps. ASCAP expects licensing fees from any group that may be using copyrighted materials, especially for use in public performances. While many felt threatened that the days of sitting around a campfire singing old favorites might be over unless they "paid up," ASCAP insisted that their only concern is where "someone is deriving a financial benefit from the performance of [copyrighted] music, either directly or indirectly."

The two groups have apparently been working on a compromise throughout the year, and earlier this summer signed an agreement that has the ACA paying ASCAP $1 a year per campground for the next five years for the use of ASCAP registered songs.

SAC CONFERENCES

AUSTRALIA September, 1997
Rich Scofield will present workshops in **Brisbane** - Sept. 6, **Contact:** Neil Harvey, Fax: 7-3371-1977; **Myall Lakes, NSW** - Sept. 13-14 and **Sydney** - Sept. 16, **Contact:** Judy Finlayson, Ph: 2-9212-3244; **Melbourne** - Sept. 21-22, **Contact:** Mandy Brownlow, Ph: 3-9690-6744 or wsm@latrobe.edu.au

VERMONT Sept. 13, 1997 **New Listing**
4th Annual Vermont SAC Conference, Smuggler's Notch Resort, **Contact:** Karen Gray, 802-863-3367, ext. 11

NORTH CAROLINA Sept. 26-27, 1997
"Growing Up with Places to Go," 1997 Older Kids Conference, Charlotte, **Contact:** 704-549-4803

UTAH Oct. 3-4, 1997 **New Listing**
Annual UTSACA Conference, Snowbird Ski Resort **Contact:** Kathy, 801-654-2746

OHIO Oct. 12-14, 1997
COSERRC Early Childhood & SAC Conference Columbus, **Contact:** 614-262-4545

CANADA Oct. 16-18, 1997
8th Annual Ontario SAC Conference, Sudbury, Ontario, **Contact:** Pam Brown, 705-525-0055

NEW JERSEY Oct. 17-18, 1997 **New Listing**
NJSACCC Conference, Atlantic City **Contact:** 908-789-0259

NEW MEXICO Oct. 17-18, 1997 **New Listing**
Third Annual SAC Conference, Albuquerque **Contact:** 505-842-8787

MICHIGAN October 28, 1997
10th Annual Michigan SACC Conference, Warren **Contact:** Sue Javid, 810-228-3480

MAINE November 8, 1997 **New Listing**
4th Annual Maine SACA Conference, S. Portland **Contact:** Lois Freid-Davis, 800-287-1471

MASS. Nov. 20-21, 1997 **New Listing**
New England Kindergarten Conference Serving PreK-Grade 3 Programs. **School-Age Track.** Randolph, **Contact:** Maria Gredler, 617-349-8922

NORTH CAROLINA Nov. 21-22, 1997
8th Annual NCSACC Conference, Winston-Salem **Contact:** Jennifer Tennant, 919-967-8211, ext. 263 or 919-929-8725

NSACA April 30-May 2, 1998 **New Listing**
10th Annual National School-Age Care Alliance Conference, Seattle, **Contact:** School's Out Consortium, 206-461-3602

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RESOURCES

Catalog of Practical Solutions

The Cline/Fay Love and Logic Institute has a resource catalog of books for parents, teachers, caregivers, and others based on the Love and Logic® approach to parenting, teaching, and discipline. The materials are based on the Love and Logic process developed by Jim Fay and Foster W. Cline, M.D. Titles include *Parenting With Love and Logic*, *Teaching With Love and Logic*, and *Discipline With Love and Logic*. Resources include books, audiotapes, and training materials. Subscriptions to the *Love and Logic Journal*, a quarterly newsletter, are also available. **Call 800-338-4065.**

Service-Learning Materials

Heritage Arts Publishing and the Points of Light Foundation have a resource catalog of materials to encourage volunteerism and service-learning opportunities for children and youth. A number of their resources are aimed specifically at developing volunteer service projects for youth that can be implemented in after school and summer programs. Titles include *Youth Service: A Guidebook for Developing and Operating Effective Programs*, *Children as Volunteers*, and *Everyone Wins When Youth Serve*, among others. **Call 800-272-8306.**

CDF's State Of America's Children

The Children's Defense Fund's annual analysis of the status of U.S. children, titled *The State of America's Children Yearbook 1997*, brings new developments and data in: children and families in crisis, child care and early childhood development, education, and more; plus a special chapter on how the 1996 welfare law will affect children. The 150 page book is available from CDF for $14.95.

For more information about this book and to request a CDF publications catalog, **call 202-662-3652.**

ZOOM Wants Kids' Materials

The PBS television series called *ZOOM*, produced by WGBH of Boston, is looking for original ideas and materials from 4th through 8th grade children to showcase on the program.

In addition to the television program, producers plan to include a **ZOOM** Website and a *ZOOMguide*, which will feature ideas, activities, and resources from *ZOOM*. Materials accepted for broadcast by *ZOOM* may be used in all of these media.

Children in grades 4-8 can submit original short stories, science projects (Things That Go, Things That Grow, and Things You Build), inventions, games, plays, poems, videos, jokes, recipes, community projects, secret languages, art projects, and brainteasers.

For more information about how to submit materials to *ZOOM*, contact Marcy Gardner at 617-492-2777, ext.3883, or e-mail Gardner at <Marcy_Gardner@wgbh.org>.